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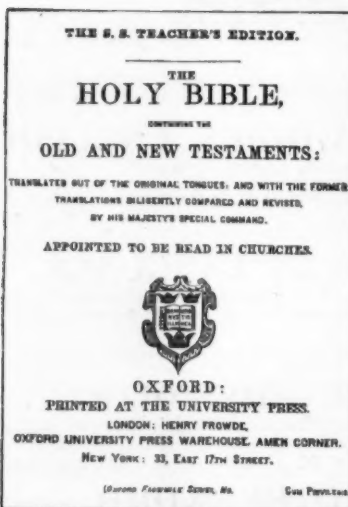
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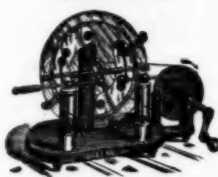
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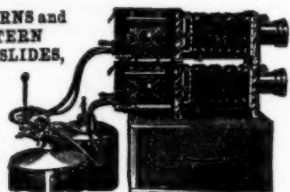
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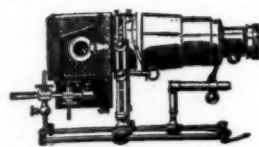
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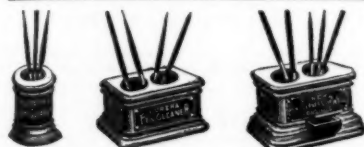
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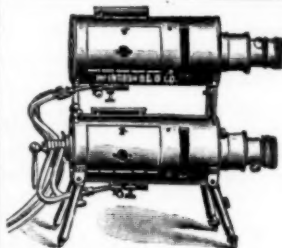
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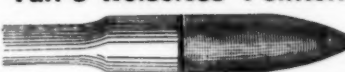
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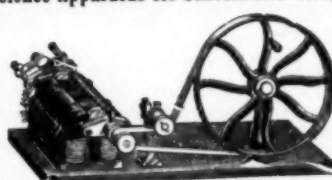
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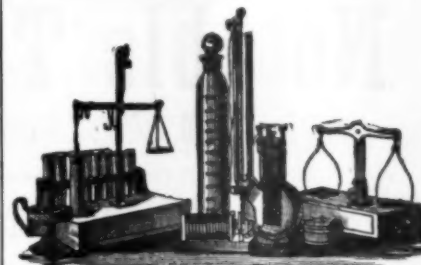
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THE 21st year of THE SCHOOL JOURNAL is evidently going to be a marked year in its history. Its readers are the leading teachers, principals, and superintendents of the country; nor is it limited to America. Japan, China, Sandwich Islands, Europe, South America, Australia, and Asia furnish readers.

It has won its high rank as an educational paper by having in every number attempted to state the truth concerning education as well as it could be stated at that time; and to state it the next time still more clearly.

The new form proposed for it has been submitted to many prominent educational men and has met with such favor that it has been decided to adopt it. It will probably appear in that shape next week.

A FEW teachers in the public schools seem to feel that the existence of private schools reflects upon the public school system. This is not a sound conclusion. The private school like everything else stands on its merits. From a long acquaintance with private school teachers we can say they are conspicuous by their fidelity. In many cases they do not aim at the so called thoroughness or discipline of the public school, but both of these have been overrated. It is, however, in the private as in the public school—"The school is as the teacher is."

A CUSTOM exists in some of the larger towns and cities of exchanging teachers from one building, where they have shown signs of failure or weakness, to that of another, where they may have a fresh chance to show what they can do. This custom is founded upon the recognized fact that certain natures act upon each other in an antagonistic way that makes success impossible. A teacher, who has been an acknowledged success for many years in a city school, stood at one time on the brink of failure showing neither skill to teach nor power to secure results. "My principal paralyzes me," she said to the school board. "I cannot work in the same atmosphere with him," and her after success proved the truth of her statement.

If a mature teacher with everything at stake was thus powerless in an unsympathetic influence, what may not be the condition of hundreds of the children in school who are under the personal influence of a teacher, who is unconsciously radiating an influence that nips every tiny shoot of thought or ambition as surely as the autumn frost will prostrate the summer foliage? A child, suffering from such a subtle effect had far better be removed and left to nature's teaching than to be compelled to submit to a repelling influence, that would not be willingly borne for a single hour if the child had reached the "free agency" age. Teachers cannot be too careful, before condemning a pupil, to ascertain if this is not a case where the "pews have something to say" as well as the clergy.

AMONG the books a boy of thirteen brought home from school the other day, was a regular old-style grammar. He can't write a decent letter, knows nothing about polite notes, receipts, bills, and business forms, is ignorant of conventional written forms, and "hates" composition writing, but is head over ears in dry grammatical forms—orthography, etymology, syntax, and prosody. What occult power is forcible enough to keep this monstrous octopus in our schools we know not, but it is in, and seems to have a strong hold there, and probably will continue to fasten itself upon the school body as long as there are boys and girls from whom it can draw their intellectual life blood. Why, in the name of all that is good and right, do not our teachers lead their pupils to love to express their thoughts in forcible Anglo-Saxon? Our vigorous English is the grandest language of modern years. Why not teach it? Why jam and cram dry, dead vocables into unsuspecting innocents until life in not worth living? Before the view of these children are the entrancing fields of literature. Why not open the doors and let them run at will in them? Why shut them up in the damp, dingy prison houses of rules and exceptions, when the beautiful flowers growing in the garden of literature can be picked in abundance by their delighted hands?

THIS fall marks the commencement of a new educational era in England and Wales. From this time on the great majority of elementary schools will be free to children between the ages of three and fifteen years. But there is one peculiarity of these schools that seems strange to Americans; it is that this law fails to give public control over schools to which public money is granted. Church schools, especially the established church schools, receive public funds and continue to teach in them church doctrines. Americans wouldn't stand this. It may be Englishmen will, but not long. A school supported by the state has no business to teach sectarian doctrines, anywhere on this round world. The government proposes to make dissenters support church schools, and it also proposes to compel the children of dissenters to attend these schools. This is not only knocking a man down but kicking him when down.

### AN OPEN LETTER TO PRINCIPALS AND TEACHERS IN PRIVATE SCHOOLS.

By private schools are meant all schools that are not under the direction of the various states of the Union. Such are select schools, fitting schools, boarding schools, parochial schools, seminaries, institutes, academies, colleges, and universities. Private schools accept fees from their pupils; the public schools are generally supported by a tax on property.

While there are various reasons assigned why a pupil is sent to the private school, as (a) the crowded condition of the public school; (b) pleasanter rooms and more comfortable seats; (c) kinder, more sympathetic teachers; (d) more desirable associates, yet let it be remembered that the private school derives its strength from the confidence of the public in it as an educational institution. A fond parent may for a time send his children to a private school because the teacher is kind or cultured, or because he gives them more freedom of action, or because rude or poorly clad ones are not admitted, or because the desks are nicer, but he will not continue to send them if their time is not profitably spent. In reality the private school must equal or exceed the public school in its teaching; and any teacher who attempts to build his school on anything else than skilful teaching is bound to fail. So let it be borne in mind that the solid ground on which the private school can build its success is the possession of teaching power by its teachers. Here is the question then: Do the teachers of our private schools make a study of education, its ways and means, its principles and methods? As the private school teacher is wholly dependent for his success on the belief of the parents that he understands the subject of education, he should meet that expectation and make himself master of education in its principles and practice. He should own a library of pedagogical books; he should exemplify the highest state of educational thought of the day in his school-room. This will necessitate his subscribing for educational papers, that he may post himself on all new ideas concerning his work.

The critical teacher will find THE SCHOOL JOURNAL a positive aid in his work, worth in a year ten times its subscription price. The public school teacher takes it not to aid him to keep his place, but to aid him to teach in the light of broader knowledge. Much more does the private school teacher need this broader knowledge. Prof. Charlier (for many years at the head of a successful private school in this city) annually subscribed for fifteen copies (his number of teachers), saying, "It benefits my school to have them read that paper."

There are a large number of very successful private schools in this country; there could be twice as many successful schools if the men in charge of them employed the methods of the "New Education." When a private school fails, it does so because it fails to seize upon the fresh thought concerning education that is abroad.

THE private schools, by which is meant all schools not under public control—have great influence in this country; they are steadily increasing, and will increase as fast as teaching skill increases. The American people will go for this teaching skill no matter where it is found. This number of THE SCHOOL JOURNAL will be put in the hands of teachers of prominent private schools, and they are asked to become subscribers. It is firmly believed that every reader who will work in accordance with the ideas of this paper may largely increase his skill as a teacher. This paper aims to contribute success to teaching. It stakes its existence on its ability to do that very thing. A teacher without THE JOURNAL lacks "one thing needful."



## WHERE DOES HE STAND?

All professional workers reach ultimately the point of having a professional reputation. While in a village of six thousand people this summer, the writer asked concerning the physicians: "There is Dr. A.; he looks wise but it's all in his looks; he has not opened a book since he left college. There is Dr. B.; he is a small, wiry fellow, never had good advantages, and don't know how to improve himself, but he is persevering; I tell you he holds on and it's pretty hard for a disease to get ahead of him. There is Dr. C.; he is a German and does a lot of thinking; he is slow, full of sympathy, but seems to be in doubt as to what to do; he lacks in executive power. There is Dr. D.; he is not doing a great deal yet, but he is a man of ability; he knows what he is talking about."

Now, if there had been four schools in that town and each had a principal they would have been differentiated by this man after the same style. Teachers are differentiated by the pupils, if not by the parents. The character of the teacher is always looked after. What are his moral bearings? is the question the pupils ask as well as the parents. They may not put it in these very words, but they are leveling their two eyes upon the teacher to read, if possible, what manner of man he is. They come to some conclusion after a few days and put a tag on him. "Cross," "easy," "stuck-up," "unjust," "partial," are some of the titles inscribed on these.

The parents look the man or woman over, and attempt to measure him by their yardsticks. They come to this task with (generally) a poor conception of what a real teacher is; they have somewhere, and somehow, got before their mind's eye the conception of one who keeps children still and makes them learn their letters, and it is a pretty poor conception too.

The teacher does not want this low rating; it prevents his doing the work he would like to; it prevents his social recognition. That there may possibly be a professional standing is not a dream; it has pressed upon the teacher as a necessity. In some towns it has been already realized. In the old days of the academies in New York state, where the principal and assistants were college graduates, the teacher had in most cases a social and professional standing. This shows that culture is one of the chief elements. But these same teachers would find something else necessary, and that is a knowledge of the science and art of education.

The teacher of these years has but little knowledge of the philosophy of his work; the public require that he should have it. It seems plain that the great movement begun about 1845 of founding normal schools, or teachers' seminaries, small as it was, is destined to produce large effects. The activity in publishing educational books since 1875 shows that the normal school was a primary step preliminary to another—the making of teaching into a profession.

The teacher now stands on uncertain ground, necessarily. "Who are you?" is the challenge. The reply is "Mr. — from — college, — academy, or — normal school" (as the case may be). But the time will undoubtedly come when the reply will be, "Bachelor, Master, or Doctor of Pedagogy" (as the case may be). There will be a great gain in this; his diploma will show that he has spent some time in studying the science, art, history, and civics of education.

The standing of a man who claims to be a professional man will be influenced by the knowledge that he has gone over and around the field in which he proposes to work, that he knows what the laborers in that field have done, and what they have thought. The conclusion is, therefore, that the advancement that has already begun in teaching is destined to go on, until the teacher will rank among other workmen who place culture and knowledge and skill at the service of humanity.

EVERY man is worth just so much as the things are worth about which he busies himself.

—MARCUS AURELIUS.

THE barbaric age in the colleges seems to have nearly expired. It was once considered quite the correct thing for the students of a college, assembled ostensibly to imbibe the precious literature of the Greeks and Romans to behave like a set of precious fools. To whitewash a black horse was once a freshman's highest ambition! Only one college has started off with the hoary past hanging heavy upon it, and that is Syracuse university. It is the usual opinion of those close by a college where hazing and horse play are indulged in, that there is a defect in the composition of the faculty. We only express the opinion of a large number when we say that the poorest teaching to-day is in the colleges.

WE are what our ideals make us. Nothing is truer to-day; nothing has been truer in the past. The Central Africa negro lives up to his ideals when he dines on human flesh. Professor Royce has recently written on "Present Ideals of American University Life." This is a timely subject—for it shows us whither we are drifting. Improving? Yes, on the average, but through forward and backward steps. The trend of the ages is onward, but not always so the years.

ALMOST every young man of the last generation who had anything in him worth cultivating taught school. Recently twelve prominent men including two senators, three politicians, two millionaires, and four successful business managers, who had been more than usually successful in the race of life were in company. Among the number were Zachariah Chandler and Benjamin F. Butler who were led to speak of their school-keeping days in their native states. Inquiry was made how many of those present had taught school. All but two responded affirmatively. This was not at all strange, but within a hundred years it will be exceedingly strange, for teaching is less and less being made a stepping stone to other callings. It will be in this country, as it is in Germany, that those who commence teaching will continue teaching all their lives.

THE energetic and prompt action of the superintendent of public school buildings week before last saved the lives of hundreds of school children of this city. The building would have fallen within a short time, if it had not been thoroughly protected. Last week in Principal Hardy's building of this city, the cry of fire was thoughtlessly made by a boy. Immediately a stampede began, in which hundreds of little lives would have been trampled out, had it not been for the coolness of several women teachers who placed themselves in the doors and checked the rushing tide of young humanity. The old adage that an ounce of prevention is worth a pound of cure was never truer than to-day. But these teachers who saved lives were heroes, whose names should be recorded high on the scroll of fame. We are often taught that self-possession and clear-headedness are worth far more than a knowledge of all the grammars, arithmetics, and histories piled as high and as large as the pyramids.

How long it takes the world to find out that manual training exercises in schools cultivate the faculty of expressing every thought? It is not enough to try to think; the expressing of what is thought is essential to thinking. A pupil doesn't know the laws of the lever until he can make a lever and verify by actual doing what he expresses in words. The teacher who can talk and chalk has a wonderful advantage over the one who can only talk.

GOETHE was wrong in saying, "Set aside ideals and make use more and more of the present moment, for each moment is of infinite worth, and represents a whole eternity." Ideals are essential things; without them nothing could be done as it ought to be done. Even the man who shovels dirt must have in his mind an ideal of a good shovel and good shoveling if he works as he ought. Without ideals this world would be as lifeless as the moon, and as cold as Uranus.

THE proposition comes from New Jersey to teach something about farming in the country district schools. Whoever made the suggestion knows little or nothing about the function of a public school. In the craze for information and fact cramming the curriculum has been over-burdened with commendable knowledge, but entirely antagonistic to the purpose for which schools are supported. A great many well meaning people think that a "well educated" child will be a miniature cyclopaedia. Nothing could be further from the truth,

## SUGGESTIONS TO YOUNG TEACHERS.

By S. B. SINCLAIR, B. A., Hamilton, Ont.

## DISCIPLINE AND TACTICS.

It is probable that the order of your school during the first three days will determine the nature of your order during the term. The first day is, therefore, a critical period in your school life. It is better to begin by erring on the side of sternness than on that of laxity.

Your principal objects to-day are: (a) To create in the child's mind a favorable impression of school and teacher, (b) to establish a kind of order which will daily improve, and (c) to test as far as possible the relative standing of your pupils and to divide them into sections. The last is the least important.

You must be kind as well as firm. Let the child see that school is going to be a pleasant home to him. Every moment of the time must be occupied, in order that he may be diverted from that feeling of homesickness which comes over the young heart when placed amid new environments, and that he may not be led into mischief through idleness; also that you may have an opportunity to study his nature when he is not thinking about himself. It will no doubt be a long day to you, but it will be a longer one to him. Let the little teaching that you do be your very best effort—animated, earnest, hopeful, and interesting, so that the child will long to come to school to-morrow and hear your voice again. It is a great mistake for the teacher to do very much talking or teaching the first day. A merchant does not put all his goods in the window.

It will be necessary to take all the class together during the forenoon, and you must have your time-table thoroughly mapped out beforehand, so that there will be no hitch in the proceedings. You require materials for busy work more to-day than any other day of the term, and you should have them ready for distribution if possible.

Avoid assigning work too difficult for the child. It is better to run the risk of giving him work that is too easy, for nothing will more quickly discourage a pupil during his first day than to give him a task which he has no idea how to begin to do. Study then to find such work as may be adapted both to brilliant and to dull pupils, *e. g.*, the drawing of horizontal lines.

Try to find out something of the nature of your class beforehand, the songs they know, etc. If any of your pupils have attended school before utilize their experience to the fullest extent.

On entering, if possible have pupils march around the room, hang up hats, and take seats. If they can march to music let them do so. Be sure that the tune is one that they can keep step to, and one familiar to some of the pupils.

Perfect order having been secured, proceed with very brief opening exercises, followed by singing. If the children know songs, let them sing several. Few children can resist the influence of music, and if any of the little folk feel awkward and shy, lively singing will do much to cause them to feel in harmony with their surroundings.

A class which can face and stand promptly on the word of command, is ready for work. It will be well at this juncture to begin to teach them how to do this. Give orders—ready—face—rise. On the word "ready" have pupils sit erect near end of seats, in position of attention. On the word "turn" have them turn facing the aisle, the feet being lifted noiselessly and placed in the best position for rising, the hand being placed on desk to assist in rising. On the word "rise" have children rise quietly and face front, standing in military position of attention.

Never allow pupils to stand in a hurried or disorderly manner, no matter how pressed for time you may be. If you do, your discipline will surely suffer. Let the exercises during the first few days consist in standing, turning, marching, and other movements necessary to class management. Little children were not made to stand in straight lines. They like to do so for a short time, but cannot remain in the same position long without impairing their health.

After the preceding drill, your class are ready to begin work. Have pupils in front seats distribute busy work. See that every child has something to do and that the work has been thoroughly explained. Impress upon the pupil from the first that his *best* work is expected, and accept nothing which you are sure has cost no effort, always remembering to give a pupil credit for his *best* work, no matter how poor it may be.

In order to secure the best results the teacher must examine all busy work. It takes time, certainly, but you



lose more by not doing it than you can make up in the time you save. Feel yourself, and let him feel that you really want that work done well. Such a command as "Now you may make figures," given in a tone of voice which the children have learned to know means, "I want to keep you working," will result in careless work which weakens the child.

Utilize every opportunity to test the relative power of the children without interfering too much with the work in hand, and grade into sections as soon as possible. Get hold of a dozen names as soon as you can. Deal with cases of discipline as they occur. When the first pupil leaves his seat without permission is the time for you to explain that you wish pupils to raise the right hand and receive permission before leaving their seats.

Let the pupils know that all grading and seating during the first few days is only temporary. When children grow restless vary the exercises by songs, calisthenics, etc.

"There is a familiarity which breeds contempt," and the teacher will find it better to hold the reins pretty tightly during the first week, if she wishes to be able to lay them down altogether after a time.

Corporal punishment should never be used except in the most extreme cases; however, if there is to be any occasion for its use, that occasion will probably arise during the first week. Very many young teachers fail owing to an undecided, vacillating manner at the outset. You must get attention before you can educate. When you once have your class in satisfactory condition, unbend a little. Adopt such discipline as your best judgment dictates. Do not be guided entirely by the opinion of somebody else. A system of discipline which will work like magic in the hands of one teacher may prove a complete failure in the hands of another, and vice versa.

If possible, arrange your class so that each row of seats will contain a section. In apportioning busy work to those in seats, to be done while one section is being taught, give such busy work as blocks, slats, script, etc., to alternate rows, and slate work to the remaining rows. Do not collect busy work and re-distribute to different rows but allow pupils to change seats, e. g., if you have a class of fifty pupils seated in five rows, ten in each, give first section blocks, second section slate work, third section slates, fourth section slate work, leaving fifth section to be taught.

In giving commands, first see that your command is such that it can be obeyed. Give it in a firm, decided, courteous tone, and insist on its being carried out promptly. Let your rules be few, very few, but let every infringement of them be followed by its natural punishment. If your bell says, "Take position," never let it say anything else, and never ring it unless you want position.

If children are told to raise the left hand when they wish to leave the room do not allow a child to pass out until he has complied with the rule, but even here you must make exceptions for extreme cases and for very young children who do not yet know which is the left hand. Never attempt to give an order with one-half of your class listening, and the other half doing something else. Get attention first and then speak. Always speak to your pupils in your natural voice, that is, if it is a pleasant one: if not, try to make it so, and never be snappy. Be as courteous to your pupils as to your friends. If you gain their respect and love, you will have little trouble. Discriminate between noise and work, also between accidents and intentional noises. Remember that your pupils are but human, and that accidents will occur.

It is not wise to forbid little children talking. Forbid their talking too much or too loudly, and you can regulate the order so as to cause no inconvenience unless you are one of those teachers who cannot teach without perfect silence. If you are, you must do one of two things, either educate yourself to teach with the cheerful hum of work going on, or make the little ones be still and suffer. No child will work as well in a state of repression as he will in a state of freedom, and no child can feel free who must keep his lips closed for a very long period at a time. Noise from work done should not be considered out of place. Perfect silence and earnest work are almost impossible at the same time.

Allow no whispering while teaching a lesson to the whole class, but when pupils are busy at seats allow the liberty of whispering at times. They will not abuse the privilege if the right spirit prevails in the school-room. It is a good plan to have pupils try to work for ten or fifteen minutes at a time with lips closed. They rather enjoy this. It trains them to be like grown up scholars. If you forbid whispering, a few conscientious pupils

will obey the rule. The majority of the class will probably whisper if they get the chance, always with a guilty feeling, which soon tells for evil on the character. The same children have been accustomed to talk all day long at home with perfect freedom, then what a task it must be for them to sit for even half an hour with lips closed. Those who forbid all talking do not realize the hardship it is to obey that rule, nor the lonely, isolated feeling it gives one not to be able to communicate with one's neighbor.

Go slowly at first with little children, and try to remember how hard it is for them to learn, and how often a thing must be repeated before they remember it. Better spend two days at the beginning on one fact, than be compelled to teach that fact over again at the end of the term. Be patient and hopeful. Try to see things in their proper light, not in the school-room light. The slamming of a slate, the noise of whispering are annoyances, they are not crimes. A child is not necessarily bad because he does these things. He should not be looked at or spoken to as if he had committed a grave offence. Do not take all the pleasure out of a child's school life by treating him as if he were your natural enemy.

Be sympathetic with the little folk. If one of them tells you his grandma has a cat, at least look as if you felt an interest in that fact.

It is well to create a kind of home feeling in the school-room, and if you have only one pupil whose home is not all that could be desired, you may be giving him a few bright hours, and that is surely worth a little trouble.

Do not govern your pupils: help them to govern themselves.

This end will not be reached, if you make a rule for everything that goes on in your room.

Give your pupil the opportunity of exercising his power of choice, and help him to strengthen his will power. He cannot be taught too early that he alone must choose for himself the good or the evil, and abide by the result of that choice. It is possible to create such a spirit in a class, that if there be a thoroughly bad boy in it every pupil will feel it his duty to do all in his power to save that one.

Do not do your work in a hurried manner, as if you were always trying to catch up. Be energetic but not fussy. Remember the little people are watching and imitating you all day long; yes, and discussing you, too. Be true. Children will discover a fraud more quickly than older people, and we all know the feeling of disappointment, and loss of respect and confidence that follows such a discovery. Do not remember a pupil's faults against him from day to day. You will foster prejudice and discourage the child. Never scold, threaten, or lose your temper. Private reproof is often the most effective.

Do not deal with a serious offence when it is committed but wait an hour or two. Strive to prevent any open opposition to your authority. Violent methods of discipline mar the harmony of the school-room and often injure innocent pupils who are compelled to gaze in trembling and humiliation upon scenes which stamp their impress indelibly on the memory. Take it for granted that the majority of your class are on your side, and are desirous of doing what is right.

Have a care for the physical comfort of your pupils. The temperature of a room should range from 62° to 66°. It is almost impossible to preserve order in a room below 60° or above 70°. Keep your room thoroughly ventilated. Lower windows from the top. If they have not been constructed to do this, they can be easily changed. Windows should be provided with curtains hung over a pulley at the top in such a way as to cover the lower part of the window and admit light at the upper part.

If the children's feet do not touch the floor, have seats changed, or place something under the feet.

Avoid corporal punishment. In no school-room should it be at all frequent. When used, the infliction should be in private, the instrument being a leather or rubber strap. The punishment should be inflicted on the palm of the hand. It is a good plan never to inflict such a punishment without the pupil's having first admitted his offence and the justice of his punishment. The best teachers never find it necessary to resort to corporal punishment. Children are not angels by any means, but there is a chord in the heart of every child which can be touched by the earnest teacher, and she who is born to teach will find it, too, if she be left untrammelled.

With weaker disciplinarians it may be necessary at times, and it is certainly better than the nagging, cuffing, and scolding which is sometimes substituted for it.

## EXERCISES TO TRAIN THE PERCEPTIVE POWERS.—II.

By GEORGE GRIFFITH, New Paltz, N. Y.

### TRAINING THE EYE.

In closing my last paper upon this subject I said, "The question that most needs answer is, how can perception be well-trained?" Now for a practicable answer as it has come to me in my personal observation and experience. The fundamental truth here, as in all efforts to train the human powers, is, "Self-activity is the law of growth." Hence if a teacher would train the perceptive powers of his pupils he must secure the voluntary, self-stimulated, activity of those powers.

I shall speak of ways of training this power:

1. Through the eye.

a. With objects.

Get pupils to collect and contribute objects for a sort of museum in school. Different kinds of seeds, specimens of different kinds of woods, minerals, cloths—in fact anything in which you find or can create an interest—will suffice. Have the pupils handle and carefully examine these objects. It may not be desirable to keep the same pupil examining the same objects for days, as Agassiz's pupil was kept at the fish, but encourage and stimulate thorough examination.

b. By questioning, suggesting, and allowing frequent trials, the teacher should guide the pupil until the pupil can give a good description of the object. Right here are opportunities for the most skilful teaching and most effective training of perception. If the teacher is eyes, ears, and fingers for the pupil, the pupil's powers will remain unused and hence untrained. Stimulate and guide the pupil in acquiring the knowledge, but do not hand it over to him "ready-made," do not even point it out to him. When he has discovered a new item of knowledge connected with the object do not tell him how to express it. If he cannot express it clearly or correctly tell him to look or feel again and again until he surely "knows." Then in most cases he can "tell." The teacher should add new words to the pupil's vocabulary, as in this work the pupil gets new ideas to be expressed. The intermediate end of this part of the work should be descriptions, oral or written, of the objects examined, these descriptions being progressively more and more complete and systematic.

c. After, and closely following, examination and description of individual objects, should come the comparison and classification of related objects. This will demand and stimulate still closer examination. Here, too, the pupil must be left to discover likenesses or differences for himself, if the greatest value of the exercise is secured. The teacher (and critical reader of this) must remember that it is not the result and classification that may be made that is of value, but it is the mind culture that will result to the pupil from the work, and the addition to his real knowledge. An intermediate end of this work may be a classified collection of specimens for a school cabinet. The ultimate end is the education of the child.

d. For a special training in quick perception, I have found the following valuable: The teacher exposes to view of pupils, for a moment only, some simple object that has a few well-marked, but not very obvious, characteristics. The pupils study it intently for an instant. Then the teacher hides the object and calls upon the pupils to tell what they noticed about the object, and, after some practice, to give complete descriptions of it. At first the pupils will notice only a few of the most obvious marks. Gradually they can be led to grasp more of the details at one glance, to see these more accurately, and to do all this in less and less time. Then more complicated objects can be used. Of course in telling what they noticed they can and should make use of modeling, where practicable, of drawing, and of written and oral language. It is surprising what advancement children will make both in accuracy and rapidity of "seeing," if given a few minutes of this training occasionally. The same plan may be followed with pictures or drawings and like results attained. With pupils just learning to read a similar course can profitably be followed in learning the appearance or spelling of new words. I have seen classes learn the spelling of a list of words by this method of sudden exposure, attentive observation, complete hiding, and careful description, as well and much quicker than by the usual method of poring over the words for many minutes. Try it.

"The great fact is that life is a service: the only question is, 'Whom shall we serve?'"



## THE STRANGE VISITOR.

By KATE L. BROWN.

Picture to yourself a large school-room flooded with sunshine; its windows looking out into a world of blue sky, tossing elm branches, and green fields in all their spring freshness, stretching to meet the violet peaks that bound the southern horizon.

The clock is on the stroke of nine, and forty-two little children are sitting quietly in their places. Between the platform and the first row of seats is a wide space where the whole school gather at times for games and other exercises.

A large circle is outlined in yellow paint on the floor, and twelve little chairs are ranged in a semi-circle facing the school. These chairs are occupied by the twelve tiniest children, many of whom are spending their first days as pupils. In the center of the circle is a dish of pansies regarded with loving eyes by Dannie, for did he not pick every one with his own chubby hands and bring them carefully to his teacher.

The great bell in the tower has sounded its warning and died away. Miss— takes her place with the little ones. They sing "Good morning to all!" and at the "hurrah!" every little hand waves cheerily, most of them fluttering the clean handkerchief.

"May we say the 'Hill' psalm?" requests Janie, an older pupil, as she looks at the sunny blue beyond. "I will lift up mine eyes" is reverently repeated, followed by "The Lord's Prayer;" then all sing "Father we thank thee."

"Little pansies come to see us this morning," says Janie, the chatter-box of the school. "We talked about pansies yesterday," remarks Nellie.

"We are to have a strange visitor in the circle this morning," says the teacher. Everybody in the school closes his eyes. When the eyes once more unclosed, there is an exclamation of surprise and delight.

"O see the big birdie!" cries Willie, blue eyes all alight.

"That's no bird," says five-year-old Josephine; "that's only an old gander." The school laughs as well as they may, for Josephine is an amusing character, and her glances fall coolly and with skepticism upon the subject of her scrutiny.

"Do any of you know what this strange visitor is?"

"I dess it's a doose," says little Charlie, awakened from the strict reserve he has maintained from the first. Hattie. "It must be a swan."

Laurence. "It is like our picture of a stork."

Several of the older children look very eager; they have evidently seen the stranger before. Georgie is allowed to tell. "That's a blue heron! I've seen it in Carl's dining-room ever so many times. I know how it came there, too."

"You shall tell us by and by. This heron has come to pay us a visit for a whole week, perhaps longer. We will tell this morning only a few things about him. Who is ready?"

Marian. "He has the longest legs I ever saw."

Maggie. "I think his neck is just as long as his legs."

Jimmie. "He has a pretty little head for such a big bird."

Gus, whose seat is very near the heron, says, "Some of his toes are in front and some behind."

Pearl. "His bill is long, too."

Maggie. "You said the cat was a kind of cousin to the tiger. I think this heron must be a cousin of the ostrich."

"What story shall we select to write about the heron?"

Latimore. "The heron has long legs."

"We will put the heron away and to-morrow we will have him for a visitor again."

It is a quarter past nine and the little ones file to their desks. There is a bubble of laughter, for Nellie has kissed the big birdie. The children are much amused. "Is it naughty to kiss the birdie with long legs when I like him so?" And Miss— as she meets the earnest glance of the child's eyes, kisses the grieving lips and says, "Not at all, dear."

The heron, after all, is not put away, but stands in state on a small table where the children can see him. He is examined at recess, and receives many a pat by the small hands that have learned to be very gentle. At the next lesson the children review the points that have been given before, and the work goes on.

"Do you know where the heron's true home is?"

Warren. "I never saw a bird like that around here."

Eugene. "I saw one in my sister's geography. It was in a swamp."

"The heron comes from the warmer country south of us. If you look at him closely you will see how he is fitted for just the home he has. Why are his legs so long?"

Edwin. "He wades in the water."

Lizzie. "His bill is long to spear fish with."

"Yes, our heron lives in the rice swamps in the south-land. What shall we call him, from his legs?" The children after a while decide him to be a *wader*, and the teacher tells them of the large, loose nest so near the water that the little birds can easily tumble in for the first swimming lessons.

That very afternoon the little folk standing at their teacher's knee tell to the "big children" stories about the blue heron. Here are a few of them.

Willie (five). "The birdie has long, long legs to wade in the water with. He is a wader."

Maysie (five). "The blue heron likes fish to eat; he sticks his long bill through them."

Gus (six). "That birdie doesn't live round here! he lives way down south in a rice swamp."

Wednesday morning we begin a detailed study of the heron's parts. The children notice the small head, flat on top with its tuft of black feathers and the long, black, sharp bill. They examine the flexible neck with its two curves, and Frank (seven) remarks: "I guess if a fish got way down in the mud, the heron could get it with that long bill."

"They think the body very 'chunky,' as one boy expresses it. The wings are folded but their teacher tells them that when they are spread, the distance from tip to tip is not very far from the height of the bird. The long, slender black legs chain their interest. The little folk count three toes in front, and one behind, and Gus remarks that "he wouldn't like to have that fellow stick his nails in him."

Winfield, who investigates very thoughtfully, finds that the outer toe on either foot is joined to its neighbor by a thin, yet tough membrane.

Thursday, they talked about the feathers. They are pleased with the tan-colored and white herring-bone along the front of the neck. The older children do not see why the bird is called a *blue* heron. To them the plumage is more of a slate-gray, each feather tipped on one edge with tan. Miss— shows them the decided bluish tinge in the gray, and with this they are satisfied. They measure the legs and find them thirteen inches in length. The bird itself is over three feet high.

Friday Miss— tells them a story of the bird's life in his Southern home, and shows them a number of pictures. In the afternoon the little ones draw the heron, while the older children write all they can remember about him from the outline Miss— puts upon the board. Here is one of the stories from Mary (nine).

## THE BLUE HERON.

The blue heron lives in the South—in Louisiana, I think, or near there. He likes to wade in the water and spear fish with his long bill. He has a very long neck so he can reach down very far for his food. His body is stout and the breast is lighter than the rest. Each feather on his wings and back is blue gray with a tan colored edge. He has some pure white on him in places; also some black.

He was found in a ditch in Mattapan, wounded. Carl's grandpa found him and brought him home, but he died.

The heron doesn't usually come as far north. Miss— thinks he must have come in a storm and lost his way and some one shot him.

There is a good deal more to tell but no more time."

Friday night the big birdie goes back to Carl's home to mount guard over the fire place. The little folk give him a loving good-bye.

"Don't you like that bird now?" inquired Willie of Josephine. Josephine tries to look indifferent but the corners of her baby mouth twitch.

"I like those legs," she deigns to reply.

## THE WARM-HEARTED TEACHER.

By BRENDA BLOUNT.

In contact with human beings anywhere and in any occupation, a person is very apt to get in return just what he gives. The mother who loves the most and wisest, is the one most beloved by her children. The employer who uses kind words with his workman, gets kindly feelings in return. The man who is always a gentleman seldom meets with rebuff, from even the most unpolished and crude.

Nowhere does this general principle hold more true

than in the vocation of the teacher. I well remember a teacher who was by no means a model. She was not well educated. She was painfully homely and in-artistic in her dress. Her manners would not grace a drawing-room. But I loved her, and all the boys and girls loved her, because she first loved us. I hold her face, homely, honest, dull as it was, in loving memory, and her life has influenced my own a thousand times more than that of a brilliant, charming teacher's ever has, whom I had afterwards, but whose heart was cold as stone.

Look at the work of Dr. Arnold, compare it with that of all his gifted predecessors, and draw your own conclusions.

Children read with an unerring intuition, and there is no heart so barren by nature but there are chords in it quick and sensitive to respond to a teacher's love and tenderness.

I went with a superintendent of an Eastern city in his round of visits one day. "I am going to take you now into the room of one of my most gifted teachers. She brings diplomas from the best normal schools, and is a fine disciplinarian. But there is something the matter. I want you to tell me what it is," he said as we entered. I felt it in five minutes. The children were as correct and studious as could be found anywhere. But harmony between teacher and pupil was lacking. The harmony of loving sympathy and mutual affection.

Especially do the children who come from homes that are lacking in the essential elements of home life, need sympathy and tenderness. To be the good genius of some dwarfed existence, to be the first hand that points out the flowers, the sunshine, and the stars to some blinded soul to open the first door that leads to the uplands of hope and noble ambition—are these not things worth years of weary and self-sacrificing labor?

## THE SCHOOL ROOM.

OCT. 8.—DOING AND ETHICS.  
OCT. 10.—LANGUAGE AND THINGS.  
OCT. 17.—EARTH AND NUMBERS.  
OCT. 24.—SELF AND PEOPLE.

## TEACHING PENMANSHIP.—III.

By JOHN HOWARD.

First review lesson I. Be sure all are in the correct position. Do not spend more than one minute in practicing copy No. 1. Take copy No. 2 about the same length of time, and be sure everyone works all of the minute. Copies 3, 4, 5, and 6, should also be practiced about ten minutes. After finishing practice on copy No 6, the teacher should continue the stroke around, forming what we call a horizontal oval. The whole will make the capital *I*, thus:



EXERCISE NO. VII.

This capital *I* is to be practiced as a *movement* exercise, but it is well to have pupils study its form so that they make it correctly, thus killing two birds with one stone.



Notice that the entire letter is three spaces high and that the oval is one half the height of the entire letter; also notice that the oval rests in a horizontal position—the same as an egg would naturally rest in. To

facilitate and regulate this movement, count: "One, two, three; one, two, three; one, two, three; one, two, three," etc., or, as I sometimes say for variety, "Make them quickly; make them quickly; make them quickly," or, "Up, down, over; up, down, over; up, down, over," etc. Look out for smooth lines and do not permit pupils to slow up on the movement to shade. Naturally they will shade too high up; To help them, go to the board and make an *I*, under which make a few dashy strokes as in the cut, asking the class to *try* to shade as they pass around the base line.

Criticize freely, but justly and kindly; get the boys and girls to criticize their own work; occasionally ask: "I wonder how many are getting smooth lines?" Remember these exercises are to develop the ability to make quick, clear, sharp, well defined, smooth lines. We are not





exactly learning to write—rather learning to handle the pen. Look over the class and see that the arm is kept on the desk; the fist glides around on the little finger nail; the arm swings on an imaginary pivot near the elbow; the penholder points over the shoulder, etc.

Watch everything and do not get discouraged if your boys do not turn out copper-plate work the first month. Practice freely the exercises in lessons I. and II. These can now be made fairly well and will afford satisfactory practice.

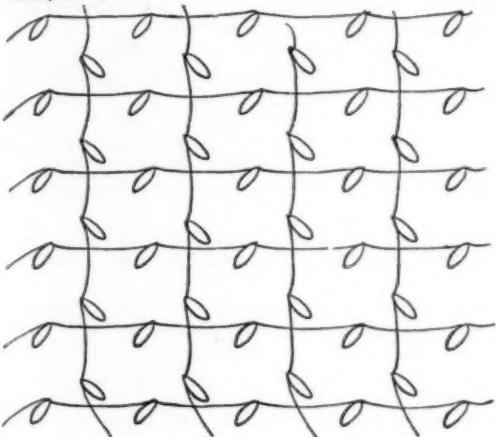
## EXERCISE NO. VI

Begin with exercise number 1, in the first article. Then take up copy No. 8.

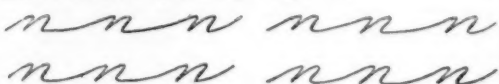


## EXERCISE NO. VIII.

The pupil should make six naughts on a line—three reaching half way across the page, and three similar ones for the other half; connect each naught with a quick, sharp, clear, straight line—letting the hand glide from one to the next on the little finger nail as a sled would slide down a snow covered hill. Fill up a page of this work; then swing the sheet around and write cross-wise, thus;



Practice the next copy in the same manner, except that the letters may be nearer together.



Keep the tops of the n's round and run off sets of three in an easy, running hand. Try to get each n directly under the one above it. This systematic arrangement of the copy adds much to the general appearance of the sheet. It is quite probable that by this time some pupils and their pens will be out of position, call attention to the fact. This should be done constantly—not in a harsh manner, but pleasantly, though firmly. After this exercise, much benefit as well as relief may be obtained from copy 8 in the second article. Let the teacher count enthusiastically, "One, two, three, four, five, six, seven, eight; one, two, three, four," etc. After a moment's change on this, the capital I may be utilized for the practice.

## MANUAL TRAINING FOR THE BABIES.

By ELLEN E. KENYON.

The term "training" is guarded with a pardonable jealousy by the sloyders and others engaged in the more scientific manual work of the higher grades, but as they do not trouble our department of school work very much with the offer of graded systems, we will go on, for the present, using the word rather loosely.

All of the following manual operations were closely related to the lessons between which most of them were performed as busy work. In some cases, this association will be manifest. Where it is not, the work will have no greater value than any miscellaneous list taken from the limitless number of "things that may be done."

Sewing: The plan for the term's work in the regular studies involved drawing and writing on paper, the sheets to bear the pupil's name as soon as he should be able to write it himself and to be kept by him as a record of his progress. Large envelopes were necessary, and these furnished the first sewing exercise. Oblongs of stout newspaper, twelve by sixteen inches, were given the children, who folded them twelve by eight and then folded down the ends one inch, making bags, that only

needed securing with the needle. Beginning at the back, the needle was applied one inch from the back fold and half an inch from the turned edge. (This was done far from accurately, but the effort was made—and in the end, the bag was made.) The thread was drawn through as far as the large knot, and back came the needle from the other side, making a stitch one inch long. Near the top of the envelope, the sewing was turned back on its trees, the needle piercing the paper by the holes already made but in a reverse direction, producing a continuous line of stitching on both sides (where the success was great). No fastening stitches were taken, but the thread was cut off, leaving an end about half an inch long. The other end being similarly sewed, the bags were ready for the names of their owners. These were already prepared, on slips of ruled paper, the letters spaced just as the children would some day be required to space theirs. Each child placed his name slip in his envelope, and the latter were collected. When the class next received them, the names were neatly pasted on them near the top, for the children to look at from day to day in the act of identifying their property and thus becomes impressed with their forms long before these forms would be used as writing exercises. Later in the term, these envelopes were replaced with a new set, made of strong glazed paper in which the pupils took fresh pride. New scholars, coming in before this time, were supplied with envelopes made at home by their experienced classmates.

The second sewing lesson followed an object lesson on a book and consisted of an exercise in book-binding. Four oblongs, three by four inches, were laid together and folded three by two. These were stitched up the crease and down the crease, returning through the same holes. Four weeks after this, the teacher's desk was deluged by small pamphlets made at home.

A lesson on filial gratitude aroused emotions that were expressed by the manufacture of a needle-book for each mamma, the children bringing scissors and most of the material and the teacher furnishing what was lacking from her own piece-bag.

As Thanksgiving day approached, it was determined that the pupils of this class should enliven the streets with gorgeous array of their own making. The only garments simple enough were soldier caps and mittens, and the only material available in generous quantities was newspaper. For each cap an oblong nine by eighteen inches was cut. These were cut by the teacher, as many at a time as she could get out of one folded newspaper. The children doubled these oblongs into squares, with the crease at the right. The lower left corner of the top fold was then laid back to the upper right and the diagonal creased. The work was turned over, and the remaining corner laid back to correspond. The two short sides were sewed, leaving the folded diagonals to fit over the head. Quantities of gay tissue paper, brought by the children and cut by them into strips one inch wide, furnished bunches of streamers, which were rudely attached by the little fingers to the tops of the caps, the children selecting their favorite colors from the common stock in the course of a color lesson.

For the mittens, each child laid his left hand, the fingers together and the thumb outstretched, upon a sheet of paper and traced the form. These papers were waste circulars, blank on one side and of tough texture. An other line was traced, a quarter of an inch outside the first. On this line the scissors traveled. The first piece cut was a pattern for the other three. Care was taken to cut the second and third with the printed side toward the printed side of the pattern and the fourth with the blank side to the printed side of the pattern. The parts of one mitten were laid printed side together and overhanded, leaving "the place to get the hand in." The care that had to be exercised in trying these mittens on was more valuable manual training than the sewing. Each was finally trimmed with a tissue paper butterfly on the back of the wrist—a three by two-inch oblong, gathered in the middle. The mittens were the subject of three exercises. The first was carefully supervised by the teacher and consisted in drawing the pattern and cutting the pieces. The second was given as busy work and its mistakes went uncorrected, the teacher merely showing how by overhanding one mitten, with a caution to put printed sides together. The third also was busy work, the butterfly oblongs having been cut by the teacher. Those who got their butterflies on the wrong side of the mitten merely raised a laugh and it was decided that they would have to hold up their hands when on parade.

Of course all this was play for the children, and the aesthetic will cry out against the ungain "results." But the chief results were not for the eye. The children were

using their hands in a way calculated to teach them to be self-helpful and to appreciate the labor of friends performed in their behalf. They were also engaged in the study of things, getting some of the psychological benefits that accrue to sloyd pupils, deepening some of the impressions of their regular lessons, and doing certain portions of the prescribed school work in concrete exercises. And be it remembered that without this they would have had no manual training whatever. These suggestions are not for "advanced" schools.

Other of their sewing products were:

1. A set of bags with drawing strings to hold the beans which they sometimes used as counters—some of them filled with cherry-pits.

2. A set of bean-bags closed on all sides to play ball with.

3. A set of penwipers for their own use, late in the term.

4. A set of blank books in which accounts were kept during the last two months. These had manilla covers.

Needles were kept in a large cushion. A marching exercise always preceded the sewing and each pupil took a needle from the cushion in passing the teacher's desk. Pupils who lost their needles had to give up their work. Many children brought a complete sewing kit from home, though the neighborhood was a poor one. A collection of thimbles handed in by the generous and a few spools of basting cotton supplied what was lacking.

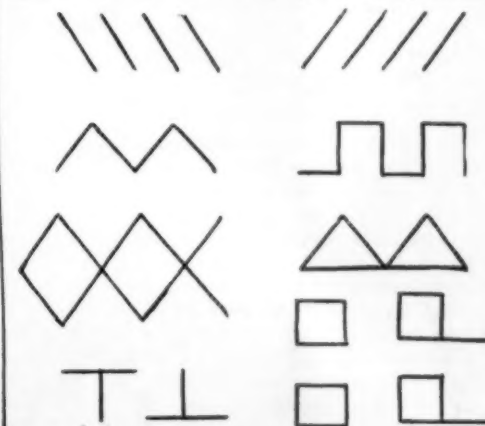
A systematic sewing course would have both advantages and disadvantages as compared with this crude work. It would afford more æsthetic and muscular training, but would fail to connect itself with the work of the school and the life of the home.

Folding, creasing, and tearing paper is good manual work for little ones. This may be made tributary to the number work. With newspaper squares, oblongs, and circles, thus divided by the pupils, plane form can be taught, and if colored paper can be obtained in sufficient quantities, another element of instruction may be added. The creasing is the most difficult operation. It should be done with the thumb nail. If it is not done well the paper will not tear as desired.

Cutting and pasting yield many good exercises in connection with the regular lessons. An object lesson on a flag may lead to the making of flags and its impressions be intensified by the work. Cutting out pictures from advertising cards makes good busy work. Cutting out circles from blank cards, with or without a pattern, may be made to furnish material for toy money, upon which figures can be placed according to the sizes and values of the coins. Cutting up pictures and putting the pieces together again for a game does for an occupation while children are not yet trained to anything better, or when the teacher has not provided busy work with better connections. Making pinwheels may be profitably introduced, as well as the manufacture of some paper flowers. Squares may be cut into oblong halves or triangular halves for number work. Cutting worsted scraps (quantities may be obtained at a factory for weaving or knitting woolen goods) into inch, two-inch, etc. lengths exercises the fingers in handling another material, impresses ideas of measurement, and provides more number studies. Sorting these bits by lengths or by colors involves more finger practice. Sorting round and square sticks likewise.

The two-inch bits of worsted may be used to string threes, fours, etc., of shoe-buttons on and tie them in bunches. Shoe-buttons may also be strung as a number exercise on safety pins. A supply of both can be collected from the children.

Any one who does not believe there is muscular training for weak little fingers in laying shoe-pegs, splints, and

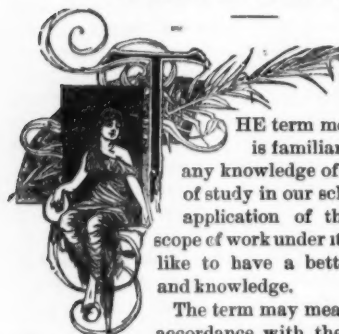


lentils, had better try a pattern. Let him make any of the following designs accurately :



Clay modeling and the study of solid forms have become very prevalent modes of manual training. Pen and pencil holding are good manual training if taught carefully and not too soon. Twisting fire-lighters strengthens the muscles used.

#### MORALS AND MANNERS.



By ANNA  
B. BADLAM,  
Training School,  
Lewiston Me.

THE term morals and manners is familiar to all who have any knowledge of the present course of study in our schools; but, of the application of the term and the scope of work under it, many of us would like to have a better comprehension and knowledge.

The term may mean much or little in accordance with the keen-sightedness of the teacher to note the tendencies of childhood in its growth, and her ability to read character.

Granted that the average teacher possesses these qualities, ingenuity, the "Open Sesame" of methods and devices, must play an important part in her work to make it successful; for the teacher of to-day has not the same freedom allowed as in the German schools, or even such freedom as was allowed in the schools of our own country fifty years ago.

Her freedom of action somewhat limited, she must avoid all points of controversy, lest in trying to do good she arouse evil in the form of useless and endless controversy over some of the knotty questions of the day, and must keep in the current of a method whose waters are so clear that all may see the ground plan within its depths.

Opportunities for imparting knowledge she will not lack, but the material appropriate to the occasion cannot be found at a moment's notice, and foreseeing this, she has probably anticipated a little, and has her little book of questions ready to select from for concert recitation, busy-work, or if need be an impromptu talk.

These are some of the proverbs, maxims, etc., from a note-book on "Morals and Manners."

#### Work—Application—Perseverance.

"One thing at a time,  
And that done well,  
Is a very good rule,  
As many can tell."

"There is no time like the present."

"Not how much but how well."

"If at first you don't succeed  
Try, try again."

"Take care of the minutes,  
And the hours will take care of themselves."

"The mill will never grind  
With the water that has passed."

"'Little by little,' an acorn said  
As down it sank in its leafy bed,  
'Little by little,' I heard it say,  
'I'll be a spreading oak some day.'"

#### Play—Kindly actions and gentleness.

"Kind words can never die."

"In your play be very careful  
Not to give another pain;  
If rude children tease or vex you,  
Never do the same to them."

"If wisdom's ways you wisely seek,  
Five things observe with care:  
To whom you speak, of whom you speak,  
And how, and when, and where."

"Children do you love each other?  
Are you always kind and true?  
Do you always do to others  
As you'd have them do to you?"

#### Truth—Honesty.

"Dare to be honest,  
Dare to be true."

"Child, at all times tell the truth,  
Let no lie defile thy mouth;  
If thou'rt wrong, be still the same—  
Speak the truth and bear the blame."

"Truth is honest, truth is sure;  
Truth is strong and must endure."

"Guard well thy tongue."

"Speak the truth at all times."

#### Politeness—Courtesy—Respect.

"Politeness is to do and say  
The kindest things in the kindest way."

"Good boys and girls should never say  
'I will,' and, 'Give me these,'  
Oh no; that never is the way,  
But, 'Mother, if you please.'"

"Every action in company ought to be with some  
sign of respect to those present."

"Read no letters, books, or papers in company; but  
when there is a necessity for doing it, you must  
ask leave."

"When you speak of God or his attributes let it be  
seriously in reverence. Honor and obey your natural  
parents, although they be poor."

"Little deeds of kindness,  
Little words of love,  
Make our earth an Eden,  
Like the heaven above."

"Two ears and only one mouth have you,  
The reason I think is clear;  
It teaches, my child, that it will not do  
To talk about all you hear."

"Work while you work  
Play while you play  
That is the way  
To be cheerful and gay."

I have indicated a few lines of work in the direction of teaching "Morals and Manners" as suggestive to the many teachers who are engaged in training our "little men and women" for the places they must fill in the world.

#### POSITIVE vs. NEGATIVE TEACHING.

By PRIN. H. C. KREBS, Egg Harbor City, N. J.

(In a former article I endeavored to establish the physiological effect of teaching upon the brain, extending the analogy to the psychological effect.)

The first part of the following article is intended to illustrate negative; teaching the second part positive teaching.

It is not claimed that all negative teaching can be avoided by any but an infallible teacher; but that its use may be extensively curtailed, according to the prevailing methods of teaching, is firmly believed.)

#### NEGATIVE TEACHING.

George, you may read the first sentence in our lesson.

"Jane and Mary set on the first seat."

Read the sentence again, George, and see whether you can tell me what mistake occurs in it."

"Jane and Mary set on the first seat."

Do you see the mistake, George? "No, ma'am."

Willie, do you see the error? "No, ma'am."

Well, read the sentence.

"Jane and Mary set on the first seat."

Do you see the trouble now?

"Set should be sit."

Why, certainly! Set should be sit. Set means to place, and the sentence doesn't mean, Jane and Mary place on the first seat. I will write another sentence on the board. Charles, read it.

"The boy sits on the chair."

Is that sentence correct, George? "No, ma'am,—it should be, 'The boy sets on the chair.'"

Are you sure? Let me write the sentence on the board just as you spoke it. Which do you think is proper, sets or sits? Don't you still know? What did we say sets means? "To place."

Certainly. Now, does the sentence mean that the boy place on the chair? "No, ma'am."

How, then, should the sentence be? "The boy sits on the chair."

Correct. Now, Willie, you give me a sentence in which the word sits is used correctly. "Grandpa sits in his old arm-chair."

Is that right, class? "Yes, ma'am!" (One boy does not answer.) Are you all sure? "No, ma'am!" (From the boy.)

I write the sentence on the board in this way—"Grandpa sets in his old arm-chair." Now, James, read that sentence twice, slowly. (James complies.)

Does that sound right? "Sets should be sits."

But does it sound right, class? (Silence.) Of course it doesn't, because it is wrong, and incorrect sentences don't sound right. The next sentence. Clara.

"He gave some apples to May and I."

Is that sentence correct? "No, ma'am; it should be 'He gave some apples to May and I.' Are you sure? "Yes, ma'am."

Johnny, how would you correct the sentence? (Silence.) Read this sentence, Johnny. (Teacher writes, He gave some apples to May.)

Is this sentence correct? "Yes, ma'am."

Now read this sentence (Teacher writes, He gave some apples to I.)

Now is that right? "No, ma'am."

Why not?

"It should be 'He gave some apples to me.'"

Of course it should. Now the sentence above means;

"He gave the apples to May and to me," only the word to is omitted. How, then, should the sentence read.

"He gave some apples to May and me."

Correct. Now, George, tell me a sentence in which you use an expression just like 'May and me' incorrectly.

"James took the sled from George and I."

Right. Johnny, you give me a correct sentence like James'. "Will you go with James and I to town?"

Is that correct, class? "It is not."

Of course not. Just think, Johnny—you said "with James and I"—was that right? I will write it on the board just as you said. "Will you go with James and I to town?" Now read it, Johnny. (Johnny reads.) Is it correct, do you think? (Silence.)

Now, Johnny, you seem to be confused. Read the sentence slowly three times. Do you see your mistake now? "Yes, the word I should be me."

Right. Now let us review set and sit. Can you repeat our very first sentence correctly, James?

"Jane and May set on the first seat."

Is that the way we corrected it? "No, ma'am." (Some say, "Yes.")

Why, no, we did not. We said, "Jane and May sit on the first seat."

And what did we say about the sentence, "He gave some apples to—," when we read it properly?

(George.) "He gave some apples to May and me."

(Johnny.) "No, ma'am,—We said, 'He gave some apples to May and I.'"

You are wrong, Johnny. I see we must have a thorough drill of the same kind to-morrow. We want to learn the use of these words before we go any further in the subject of false syntax."

#### POSITIVE TEACHING.

Our lesson to-day is practice in the correct use of certain words. I will write a sentence on the board, and James you may read it. (Writes.)

William may sit on that seat.

I will write a few more sentences on the board, and you may read then together. (Writes.)

The bird sits on the fence. May John sit with me?" The girls were sitting in the grass.

Right. Now, Lily, will you give me a sentence in which the word sit or sits is used properly? "Sit down, Mary."

Correct. James, you give me a sentence. "The teacher sits on a chair."

Right. Now let us together read all the sentences you have spoken. (They read.)

Now you may go to the board, and each write ten sentences in which sit is used properly.

Now we will turn to another word. In the evening, when the sun goes down behind the hills, what do we say of the sun? "The sun sets."

Yes. In that case we always use the word sets.

I have written some sentences on the board—will you read them?

"The doctor sets a broken bone." "May set a hen yesterday." "He set the can on the table."

Now, boys and girls, you see that in the last three sentences the word set means to-place the doctor placed the bone—May placed the hen on the nest—he placed the can on the table. If you are not sure whether you use set properly, always ask yourself, does the sentence mean to place? And if it does, set is nearly always right. Of course, in case of the sun and moon, set does not mean place, but you can easily remember that exception. Now let us carefully read the sentences containing the word set again.

Now go to the blackboard and write ten sentences



about the word *set*. Now read your sentences.

Let us return to the word *sit*. May, use the word *sit* in the sentence, "The birds sit on the fence."

"Lily.—We saw the frog sitting by the side of the pond."

Let us read our ten sentences about *sit* again.

Johnny, use *set* in a sentence. "The teacher told the boy to set down."

(Teacher quickly.) That's wrong Johnny. Repeat the sentence with the word *sit*. "The teacher told the boy to sit down."

Give me another sentence containing the words *sit down*. "The boy will sit down."

Another. "James will sit down when the bell taps."

Now, Johnny, although *sit down* is not a very good expression in some cases, whenever you do say it, always use the words *sit down*.

Lily, you may use *set* in a sentence. (Lily is one of the brightest scholars in the class, and the teacher, being anxious for a correct sentence, calls on her.)

"George broke his arm, and the doctor set the broken bone." Right. Charles, another. "I set a trap to catch a rat." Johnny, you try again. "Mamma set a dish on the table." Good. Still another, Johnny. "I will set a hen to-morrow."

Now you understand it. Now, Johnny, use the words *sit down* in a sentence. "I will sit down in a few minutes."

Right. You may "sit down," for you understand this lesson perfectly.

Read this sentence, Lily: "The teacher gave me a book." Now this sentence: "The teacher gave May a book."

Combine the sentences, using the second sentence first. "The teacher gave May a book and me a book."

Can you shorten the sentence? "The teacher gave May and me a book."

Yes, or you could say, "The teacher gave May and me each a book. Johnny, read this sentence: "The farmer gave Charles and me some apples."

William, read this. "Father gave some peaches to Johnny and me."

May, read this sentence. (Writes.) The rabbit ran away from Julia and me.

Now, in these sentences, you see that we use the expressions "to John and me," "from Julia and me," and whenever we say "from Julia," or "with Julia," or "to Julia," and wish to add the pronoun to the expression, we must say "and me." In the sentence, "He gave Charles and me some apples," it means "to Charles and me," only the word *to* is not written. Let us read these sentences again.

"The teacher gave May and me a book."

"The farmer gave Charles and me some apples."

"Father gave some peaches to John and me."

"The rabbits ran away from Julia and me."

Who can give me another sentence like those we just read? "Mother told James and me a story."

Right. "Mother gave me ten cents to buy candy for Lily and me."

Yes. Now go to the blackboard, and write ten sentences using such expressions as "John and me," "Mary and me," properly. For our next lesson you may prepare ten sentences containing the word *sit*, and ten with the word *set*, in addition to the next page.

#### NUMBER.

Object: To introduce the number six and teach its relation to five.

Steps: a, b, and c.

a. Review questions, inducing the idea five, as: How many days do we come to school every week? How many toes on one foot? How many apples have I drawn?

b. Add another drawing and ask how many. Continue with these questions:

Five and how many more make six?

One " " " " " "

How many must I take from six to leave five?

How many must I put to five to make six?

How many sticks must I put with this one stick to make six? How many must I take away from six to leave one?

Six is how many more than 1?

One " " less " 6?

Six " " more " 5?

Five " " less " 6?

Five and one are how many?

One and five are how many?

c. Practical questions in illustration of  $1 + 5 = 6$  and  $5 + 1 = 6$ . Stories illustrating same made by children.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. It rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### THE STORY OF THE GOLDEN TOUCH.

Long, long ago, in a far away country, lived a king whose name was Midas. All kings are supposed to be rich, but this king was so fond of gold that he was never satisfied with the gold he had, he always wanted more. He spent most of his time in the vault where he kept his treasure, counting it over and over. In those days strange things happened, so you must not be surprised at what I am going to tell. One day while he was counting his treasure, a shadow fell over the heaps of gold and the king looked up and saw a pleasant looking young man. The king was somewhat startled, as you may think, for he knew that he had locked the great doors very carefully. So he concluded that the young man was something more than mortal. As he had a kind face, the king imagined that he had come to do him a favor.

"You are a wealthy man," the youth observed, looking around the room. "If I am not mistaken, your dungeon here holds more gold than any other room in the world."

"O, yes, yes," said the king, "I have done pretty well, but I am by no means satisfied."

"Just as a matter of curiosity, I should like to know what would satisfy you?" said the stranger with a curious smile.

King Midas did some very serious thinking for a few moments. He had a feeling that this stranger had the power and the will to give him anything he asked. As this was a chance of a lifetime he naturally wished to make a wise choice. At last he said: "I am tired of getting my gold together little by little. If I could have my wish, everything I touched would be turned into gold."

"Your idea is a very original one. Are you sure that this would satisfy you?"

"How could it fail?" asked the king with assurance.

"You might wish that you did not possess this power," said the young man.

"Never," replied the king. "If I had it I should be perfectly happy."

"Be it as you wish," said the stranger. "To-morrow when you wake you will find that you have the golden touch." And then he vanished in as mysterious a way as he had come.

You may be sure that when the king awoke the next morning he was anxious to try his new accomplishment. Before the sun was really awake he opened his eyes, and he at once laid his finger on a chair, expecting to see it turned into gold. "It must have been only a dream," he said sadly, and he laid his royal head on the pillow again.

Not long after the sunbeams began to creep into his room and King Midas noticed that the coverlet looked remarkably like gold. He touched the chair again. It was at once turned into gold.

Midas jumped up and ran all around the room touching everything and turning it into gold. He dressed himself and was pleased to find that his clothes were of gold, though they were somewhat heavy. He put on his spectacles that he might better see his work and—be found that he could not see at all. His sight was none of the best and it struck him as a pity that he could never own another pair of spectacles that he could see through.

He went downstairs, turning everything into gold on his way. It pleased him very much to walk down a staircase of solid gold and to guide himself by a golden balustrade. He went into the garden to look at his roses of which he was very proud. As soon as he touched one it was a golden rose. To my mind it was not half so pretty as our roses are; but King Midas liked it so well, that he went on all through the garden, making golden roses.

By this time the king was hungry and quite ready for his breakfast.

I have not said anything about the king's little daughter Marygold, whom he loved very dearly. When he went into breakfast she had not yet come down, so he ordered a servant to call her. Very soon she came in crying and complaining that the roses in the garden were spoiled, that they were ugly yellow roses and had no fragrance.

The king tried to comfort her and then turned his at-

tention to his breakfast. He poured a cup of coffee, and of course the coffee pot turned into gold. When he lifted the cup to his mouth, he burnt himself on the melted gold in the cup. "I can do without coffee," he said to console himself and tried a roll; but with no better success. No one can eat a golden roll. It was all the same through breakfast. The hot cakes, the vegetables, and in fact everything he tried turned into gold and sometimes burned him as badly as the coffee did.

By this time the poor king began to see that he was not likely to get any breakfast and he sighed deeply. Little Marygold heard the sigh, and although she did not know his trouble, she wanted to comfort him. So she climbed up on his knee, and the king put his arms about her. You see he had forgotten about the golden touch, but instead of his lively little Marygold, he held a little golden girl.

King Midas had begun to be a little tired of his golden touch, for he feared he would have to starve to death, and when he saw his precious child turned to gold he wrung his hands and cried, he was so miserable. He wished that he was the poorest man in the kingdom and promised that he would never care for gold again if his Marygold could be restored to him.

All at once the stranger stood before him. "Well, friend," said he cheerfully, "how goes the golden touch?"

Midas could only groan and shake his head.

"Why, how is this?" Have I not done all I promised? Does not the touch do its work?"

"Too well," said the king. Everything about me is gold and yet I am the most unhappy man in the world. I am King Midas and I cannot have so much as a drink of water or a bit of bread. Worst of all my little Marygold is a senseless piece of gold."

"King Midas, I believe you are growing wiser," said the stranger. "Which would you rather have, the golden touch or your flesh and blood Marygold?"

"Oh, Marygold!" said the king. "The touch is hateful to me."

"Go and bathe in the river at the foot of the garden," said the strange young man. "Take a vessel with you and fill it with the water. Sprinkle a few drops upon the things that you have turned into gold and, my word for it, they will be as good as ever again."

King Midas took the plunge in the river and hurried back with a big pitcher full of water. You may be sure that Marygold was the first object he tried to restore. The pink color came back to her face and in a moment she said: "Oh! father, why did you spill water on my clean dress?"

She did not know about the golden touch, and her father was too ashamed to tell her. After giving Marygold a good hug he took his pitcher and sprinkled water over all the golden objects in the house.

No one but Midas himself and the stranger knew this strange story; but everybody wondered what had happened to the king that he no longer cared for his treasures.

### STORIES FOR REPRODUCTION.



CARRIE had a new slate when she started to school. She felt very happy over it, because her old one had a crack in it, and she had wanted a new one for a long time. The same morning little Mary Kelly came back to school after a long sickness. She told the teacher she could not write her lesson because she had no slate. "Carrie," whispered the teacher, "will you give Mary your old slate?" Carrie thought a moment. She knew that Mary's father was very poor and would not buy her a slate. Then Carrie said, "No, Miss Wilson, she can't have my old slate. I would rather give her my new one. I don't think it right to give away the oldest of any-thing."

### TWO WAYS OF SEEING.

John and Willie each had two bright eyes. You would have no reason to suppose that John would see more than Willie, but he did. If they went to walk, Willie would come home tired and say he didn't see any fun in taking the same old walk every day, when he saw nothing new. John would have his pockets full of curious stones, shells, and other treasures. Besides this he often found a new flower for his collection of pressed flowers or a rare fern for his fernery. When the two boys were men they did not change in this respect,

Willie went through life grumbling because it was so dull and John never failed to find something pleasant every day.

#### HOW A PRINCE WAS PUNISHED.

When Prince Henry, the brother of the present emperor of Germany, was a small boy he had a great dislike for his morning bath. Every morning the nurse had a struggle with him, and often she was obliged to call in the Empress to settle the matter. One morning she came in the nursery and told the nurse to let the Prince have his way. He felt very happy over his triumph and set out upon his morning walk. To his surprise, the sentinel at the gate did not present arms as he passed. When a second sentinel failed to do this, the Prince walked up to him and in a severe tone asked: "Do you know who I am?" "Yes, your Highness." "Who am I?" "Prince Henry." "Why don't you salute?" The man had received his orders from the empress, and he replied, "Because we do not present arms to an unwashed prince." The little Prince took his bath very meekly next morning, and every morning after.

#### A GENEROUS BOOT-BLACK.

A man called to a little boot-black one day. He was in a hurry, and the boy walked slowly as if tired out. Before he got his brushes out a larger boy ran up saying, "You go sit down, Jimmy." The man thought the large boy was bullying the little one and he told him so. "It's all right, sir, I'm doing it for Jimmy. He's been sick and we boys give him a lift when we are not busy ourselves." "He's right, they do," said Jimmy. "What part of the money do you keep for yourself?" asked the man. The boot-black straightened himself and asked, "Do you think I'm sneak enough to take anything for helping a sick chum?" "Well, you are a pretty square fellow. Here is a quarter. Keep ten cents yourself and give the rest to Jimmy." "I don't want anything. Here, Jim, it's your customer," said his friend, tossing him the quarter.

#### THE QUAKER'S ADVICE.

An elderly Quaker gentleman used to say when he met a boy with dirty hands, "My boy, dost thee study chemistry?" Of course the boy would know nothing about chemistry, and the Quaker would say, "I will teach thee how to perform a curious chemical experiment. Go home, take a piece of soap, put it in water, and rub it briskly on thy face and hands. It will make a beautiful froth, and thy skin will be very much whiter. That is an experiment in chemistry which I advise thee to try."

#### THE KING AND THE BURNT CAKE.

Alfred the Great was king of England over a thousand years ago. When he began to reign some enemies of the English, called Danes, came into the country in such numbers that the king was obliged to hide himself. The story goes that he lived for some time with a peasant. One day the peasant's wife, who had no idea who her guest was, went out and told the king to watch some cakes she was baking and see that they did not burn. The king was so busy thinking about his unhappy country that he forgot about the cakes. When the woman came back she found her dinner spoiled. She was very angry and told King Alfred that he was a lazy fellow, that though he was not willing to watch the cakes while baking, he would be ready enough to eat them when done.

#### KING ALFRED AND THE DANES.

Another story about this king runs like this: He was about to attack the Danes, and was very anxious to know how many men they had on their side. He did a very daring thing in order to find out. Dressed as a harper he went into the camp of the enemy. The Danes were so pleased with his music that they gave him the best they had to eat and treated him like a king, which he really was. After he had found out all he wished to know, he quietly slipped away one night and joined his own army. Next day he attacked the Danes and gained a great victory.

#### A BRAVE DOG.

Barry was the name of a St. Bernard dog that belonged to some monks who lived in the Alps mountains. This dog saved a great many lives, and a great many interesting stories are told about him. A party of English travelers were crossing the mountains, when a great storm came upon them. One of the servants and a little boy were wept down a steep rock, and the rest reached the convent.

As soon as the monks heard the story they sent Barry in search. He soon found them almost buried in snow. The man drank some of the brandy from the flask that hung around the dog's neck. Then he put the child on the dog's back and they reached the convent in safety. When this dog died his body was stuffed and placed in a museum in Berne, a city in Switzerland.



EDMUND CLARENCE STEDMAN, poet and critic, was born in Hartford, Connecticut, October 8, 1833. He is related to a number of literary people, and his mother was a poet of considerable talent. His father died when Stedman was a mere child and he was educated by his uncle, James Stedman, a prominent lawyer of Norwich.

#### SECOND PUPIL.

At sixteen, young Stedman entered Yale college. He excelled in English composition and took a prize for a poem called "Westminster." He was not the most docile of students, for in his junior year he was suspended, and he never returned to college.

#### THIRD PUPIL.

After leaving college he went into journalism, and when only nineteen became editor of the *Norwich Tribune*. A year later found him editing a paper at Winsted, and in the following year he removed to New York city. In 1859 Mr. Stedman joined the staff of the *Tribune* and during the war he acted as war correspondent for the *World*. His letters from "the front" were thrilling and accurate.

#### FOURTH PUPIL.

After this experience in journalism he went to the banking business that he might have more time for independent literary work. His business was successful, and in his leisure hours he wrote the "Victorian Poets," a splendid critical work. Fame as well as wealth was now his. A beautiful home was purchased in New York, and here many literary and cultured people loved to meet. There was also a beautiful seaside home in New Hampshire. Many of his charming poems were written here.

#### FIFTH PUPIL.

But a misfortune now overtook the prosperous author. In 1888 he suddenly lost his fortune. He bravely went to work again, leased his beautiful house and took a smaller and plainer one. In the new house the "Poets of America" was written, and at once became very popular. A household edition of Stedman's poems was brought out in 1884, and in these are included many universal favorites.

#### SELECTION FROM STEDMAN.

Above the clouds I lift my wing  
To hear the bells of heaven ring;  
Some of their music, though my flights be wild,  
To earth I bring;  
Then let me soar and sing.

—The Singer.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co. price, 30 cents.

#### NEWS SUMMARY.

- SEPT. 18.—The Holland budget shows a deficit of \$1,000,000.—Twelve hundred bodies of the Consuegra (Spain) floods recovered.—Death of Gen. Isaac F. Quimby, a war veteran at Rochester, N. Y., and of Leon Hyacinthe Marais, the French actor.  
SEPT. 20.—Disturbances in Honduras.—Death of William L. Scott, railroad magnate and ex-congressman.  
SEPT. 21.—Great Britain to replace ships of the North American squadron with more powerful ones.—Japan arranging for an exhibit at Chicago.  
SEPT. 22.—Supposed case of cholera in London.—Better feeling follows the relaxation of passport regulations in Alsace-Lorraine.  
SEPT. 23.—Tammany dedicates a monument at Gettysburg.—The Minneapolis harvest festival a great success.  
SEPT. 24.—Tacoma wants the Democratic national convention.—Death of the Grand Duchess Paul of Russia.  
SEPT. 25.—Oklahoma statehood convention proposed.  
SEPT. 26.—China trying to conciliate the "powers".—Earthquake in Illinois.  
SEPT. 27.—Low water in the Erie canal.

#### RESUME OF EVENTS FOR REVIEW.

##### SEPTEMBER.

American farmers may congratulate themselves on the removal of the prohibition on the importation of pork to Denmark. Russia seized an American schooner in Bereng sea. In consequence of the work on the Nicaragua canal the United States government is anxious to get a foothold in the West Indies. There has been considerable talk, therefore, of purchasing the island of St. Thomas from Denmark. More land was opened in Oklahoma, and thousands rushed to the territory to claim homes. On account of the warm, dry weather great forest fires occurred in Minnesota. During the month there were large shipments of grain to the East. Arrangements are making for an electrical congress at the Columbian exhibition. Mail was carried from Yokohama to Queenstown in twenty days, thus breaking all previous records. Several plans are advanced for laying Pacific cables. Gold was discovered on the Upper Yukon. A great cotton crop helps the prosperity of the South. An anti-French bill was introduced in the Canadian parliament. The insurgents triumphed over Balmaceda who, fearing that he could not get out of the country, shot himself. There was great excitement over the passage of Russian volunteer ships through the Dardanelles. The holding of a picnic by British officers on the island of Mitylene, sixty miles from the strait, led to the report that Great Britain had taken forcible possession. The evolutions of the big armies of France and Austria took place. Russia increased her force on the Polish frontier to 500,000 men. The Swiss celebrated the six hundredth anniversary of the formation of the republic. A flood at Consuegra, Spain, caused the loss of 3,000 lives. In New Zealand women may now run for parliament. The Spaniards had several battles with the natives in the Caroline islands. Chinese violence against foreigners continued. A mob of 20,000 Chinese assembled to prevent the erection of a telegraph. A famine is feared in one of the Chinese provinces on account of the failure of the crops. Ex-President Grevy, of France, died.

##### QUESTIONS.

- What excuse did European nations make for excluding American pork?  
Describe the island of St. Thomas. Name some islands the United States already own?  
How was the land for Oklahoma secured?  
In what parts of the United States are there the most extensive forests? What effect have forests on rainfall?  
What effect will the large crops have on business?  
What waters and land would you cross in going east from Yokohama to Liverpool?  
How are ocean cables laid?  
Describe the Yukon river. What is the character of the country along its course?  
What part of Canada is largely French? What is the advantage of having the business of government all done in one language? Why do the people of the United States use English?  
What was the result of the Chilean revolution?  
What was known as the "Dardanelles incident"?  
Give a sketch of ex-President Grevy.

#### STUDYING CURRENT EVENTS.

There are several good ways of presenting current events in the school-room. One teacher says she announces each day that she will call upon a certain number of her pupils (no particular pupils designated) sitting in a certain row to bring in items of news the next morning. A few moments at the opening of school are devoted to the exercise. The pupils arise when called upon and give extemporaneously the events they have learned from newspapers or from older people. After each there is a short discussion during which questions are asked and answered, the pupils of course doing the greater part of the work. If there are

[CONTINUED ON PAGE 201.]





CECIL F. P. BANCROFT.

Among the famous schools of New England, Phillips academy holds a high rank. The long and successful term of Dr. Taylor came to an end in 1872; his successor was Prof. C. F. P. Bancroft who still remains at the head of this institution. His enlightened administration of affairs has made him widely known. There is a stir in this school equal to that in many a college; the students are full of enthusiasm and have an *esprit du corps* rarely seen in an academy.

The Phillips academy at Andover, Mass., was founded in 1778 and incorporated in 1780. It has been the pioneer and patron of the American academies, so-called. From the beginning its principal work has been preparing boys for college, and more recently for scientific schools. Its constitution contemplated, among other things, theological instruction, and the theological seminary, the first of its kind in the world, was developed in 1807, and is known as the Andover Theological seminary. In 1830, "the Teachers' seminary and English department" was organized as a separate school, but after the establishment of public normal schools, it was merged, 1843, in the academy as the English department, and remains so at the present time.

The faculty numbers thirteen men. Cecil F. P. Bancroft, Ph. D., L. H. D., has held the office of principal since 1873. The present attendance is a little over four hundred boys, about half of whom are from New England, and the other half from the other states and foreign countries. Most of the students are between fifteen and twenty years of age.

It is not a boarding-school proper, but organized more nearly on the college plan. About a fourth of the pupils live in "Commons," and the rest in private families; not more than twelve in any one dwelling. The instruction covers all the requirements for American colleges and scientific schools in Latin, Greek, French, German, history, mathematics, natural sciences, and English. A few students go directly to the professional schools, a few enter advanced classes in the higher institutions, and a few finish their school education in the academy.

The academy and seminary together occupy a tract of over one hundred and fifty acres. The academy has buildings of its own worth \$150,000, and invested funds amounting to \$270,000. New buildings are now going up to provide for the new requirements and the increased attendance, and a committee of the alumni is actively engaged in increasing the modest endowment. There are about 405 boys in attendance at this time. A building for a chemical laboratory building is going up at a cost of about \$40,000; also a cottage for a home for a dozen boys (with a teacher) to cost \$8,000.

A former pupil writes:—

"In all my experience I have not found a student or graduate of Phillips Andover academy who is not proud of the happy and profitable days spent in study on 'Zion's Hill' as the upper part of Andover is sometimes called. I found there was no room at Andover for a lazy or vicious student. The moral, intellectual, and physical natures seemed to me to be cared for. Every moment the faculty crowded with study, recitation, or exercise. To the literary student, Andover possesses many attractions in itself. The homes of Harriet Beecher Stowe, Mrs. Elizabeth Stuart Phelps-Ward, and other noted writers are within sight of the academy. It is hard to find an Andover student that does not take good rank at the colleges.

## THE BEST PREPARATION FOR COLLEGE.

By ELMER E. PHILLIPS, New York City.

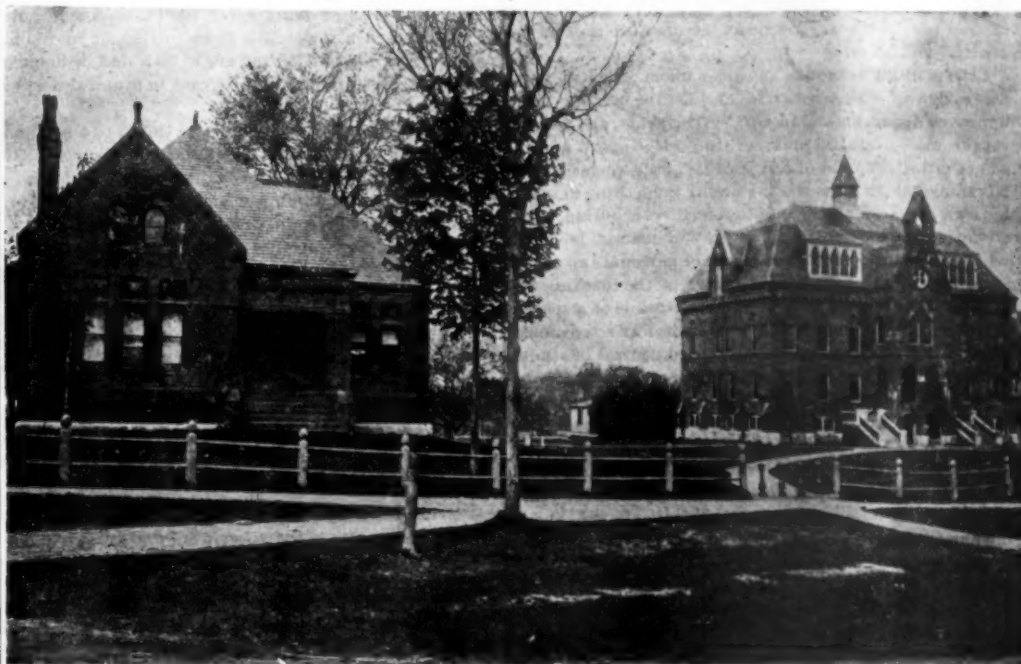
The requirements for admission to college are quite different in the different colleges; different in the amount of work required in preparation and also in its character. Some emphasize the ancient classics, some the modern, some mathematics and science. Each one, too, has its own standards and its own ways of ascertaining whether a candidate for admission has such knowledge and discipline of mind as will enable him to profit by the instruction of the college. These ways are sometimes inscrutable to the average human mind, but at some future time they will perhaps be revealed. All the colleges are each year varying their requirements, adding some, removing others, and changing still others. These changes are generally in the direction of greater practicability and are demanded by the practical business world.

The increased amount of time given to learning to speak the modern languages, and the prominence given to experimental methods in teaching science, show this. All these changes in colleges have produced corresponding ones in preparatory schools, for these schools in making up their courses of study as well as in the methods used, are largely influenced by the college requirements. This ought not to be so, but from force of circumstances it is so. It has, however, produced some good results in preparatory work. It has brought about more practical methods in physics and chemistry, and in arithmetic it has centered the attention more than formerly upon the portions more directly bearing upon business, and has introduced short business methods. From an educational point of view, however, the general effect of this undue influence is bad. To college influence is due chiefly the narrowing of the mind by prescribing for admission quantity rather than quality, and the unnatural, mechanical, and cramming processes sometimes used in disposing of this quantity.

to master subjects. Nothing discourages a pupil more than trying to do work beyond his ability; if long continued, he loses ambition, gives up, thinks he cannot learn, drops out of school, a disappointment to himself and his parents.

The weakest place in the line of preparation for college is near the beginning. There is too great haste made to get into the higher branches before the elementary ones are mastered, and this produces loss of time and effort and sadly retards, if it does not well-nigh destroy, successful advanced work. Boys are far better prepared in Latin and Greek, in algebra, geometry, and the natural sciences, than in geography and spelling, composition, and English grammar. With respect to this last branch of study, I think I can detect signs of better things in the near future. A re-action is setting in toward earlier ways. There is to be a general departure from those methods which some teachers, discarding technical grammar, have tried for a few years past and found wanting, which consist chiefly in dictation work or composition, or easy development lessons. The aim in this seems to have been to provide something easy to learn. I cannot speak too highly of the value of dictation work and composition, but the development business has been overdone. This explanation of the failure of such work to produce pupils well trained in language is that it has not covered the whole field. It has been centered too much on the written language of the pupil, while his oral language, and the critical analysis of the writings of others, the force of words, formation, synonyms, syntax, and the order of words in sentences, have been neglected. It cannot be denied, I think, that pupils are not trained as they once were to nice discriminations in language. The teaching of this subject in the future will retain what is of value in the new methods, but it will be more in harmony with what is indicated above.

If one is to receive the best preparation for college, the elementary work in every subject pursued must be carefully done before advanced work is taken up, other-



PHILLIPS ACADEMY.

The best preparation for college is not that which is obtained by pursuing a course of study mapped out with a view of passing certain examinations. It covers a much broader field. It considers the individual, the development of his powers in their natural order. It begins in a thorough mastery of fundamental principles and does not add the upper stories till the foundation is carefully laid. One cannot be too careful on this point. A foundation poorly laid means a weak and unsafe building. In the education of a child it means, while in school, lack of interest in study and a long train of ills in consequence, loss of aspiration and ambition, discouragement, abandonment of plans for higher education, and an early retirement from school; and afterwards it means a life without a taste for reading and without the enjoyment which educated people derive from literature.

The secret of arousing interest in study is in seeing that nothing is passed over that is imperfectly understood and is afterwards kept fresh in memory till that knowledge or principle has become a part of the child's nature. Children would become fond of study if made

wise it is pretty certain that it will not be done at all.

A pupil who has reached advanced work deficient in the elementary work leading up to it, will gather here and there isolated facts and principles of the elementary work, but the chances are a thousand to one against his ever removing his deficiencies by systematic study. The best preparation requires much time, for the pupil must learn to think, to observe, to weigh, to discriminate. He must shape his work and pursue it very much as if he were not preparing for college. He must go outside of and beyond the prescribed branches, and all he does should be for the work's sake, for its educational and disciplinary value.

Let me express the wish of very many teachers that colleges may introduce more rational tests for admission; that the tests in the various colleges may be more nearly uniform; that ability, knowledge of subjects, quality, may count for more, and quantity for less. Then will preparatory schools do better work, and their work of preparing for college will be more in harmony with true education.



## THE SPECIAL WORK OF PRATT INSTITUTE.

The past few years have brought before the people of this country numerous interesting and valuable experiments in the line of education. Probably no one field of research has been so little understood by the public in general, and hence so little studied, or valued. It is for this reason, namely, that the public knows so little of the purpose and object of educational instruction, that any new development that presents, or seems to present, what is called a practical side is looked upon as progressive and modern. But one is so apt to forget that the practical in anything depends as much, if not more, upon the intelligence behind it as upon the exact execution.

It is absolutely essential then, in dealing with any educational project, to keep clearly in the mind the object or objects for which it stands. A clear distinction between the manual training movement and trade or industrial education, is as necessary as to know the difference between technical and scientific instruction.

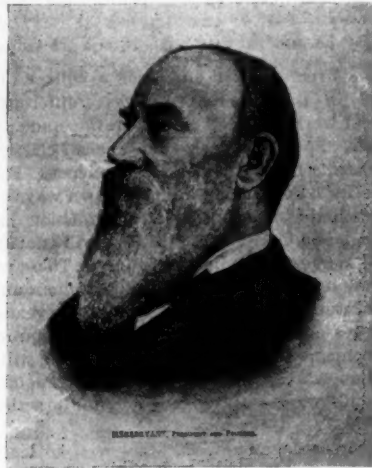
Pratt institute, organized four years ago in the city of Brooklyn, has assumed a position and established a work of more than local character, which carries it beyond the limits of experiment, and it is but fair to ask, what is this special work? How is it different from that of numerous schools in our cities? What is its place in the educational and industrial life of the country?

A reply to these questions discloses a three-fold line of work: (1) that of furnishing instruction in the line of various industrial pursuits, (2) in placing before the public and private schools of the country a model school curriculum, where from the kindergarten to the high school the positions of drawing and manual training should have due recognition, and (3) of furnishing professional or normal instruction in certain branches of work. It was with these objects in view that the large buildings were erected, the class-rooms furnished, the laboratories and studios equipped. With such a purpose before it, the work of Pratt institute has grown from that of a dozen pupils, with two instructors, in 1887, to three thousand pupils and over ninety instructors in 1891. The greater part of the work done at the institute is of an industrial character.

Classes in all branches of mechanical, scientific, art, and domestic work, are carried on with the best and most approved apparatus and facilities. The artist, the designer, the machinist, the plumber, the self-supporting person of either sex, and of any locality, finds something of advantage in the class work offered. Something to make his own handicraft more intelligible, more accurate, more advanced. Believing in the dignity of manual labor, of whatever nature, and in the power of personal expansion on works of the hand, the founder of the institute developed these classes first. While the work is of a special and professional character, it is no less of an educational nature. The systematic and graded courses of study, the development of the thought, as the course proceeds, from simple to complex, are evidences of this, after which the step to an all-around school curriculum is easy and natural. The technical high school department, as the exponent of the latest development in educational thought, offers a complete course of study of three years to both sexes. Its object is purely educational, and is developed in five parallel courses of English, science, mathematics, drawing, and shopwork. This idea of an harmonious whole in the course of study is aimed at in the kindergarten, carried on through the primary and secondary grades, up to the high school. In other words, it is the object of the institute to show a complete, graded course of study.

It does sound a little strange to read that the Rev. Mary Jane Smith has been called to the pastorate of a Congregational church. It might have been expected that the Methodists or Universalists would call a woman into the pulpit, but not the Congregationalists or Presbyterians. Yet, after all, is the pulpit any more sacred than the teacher's desk? There is nothing essentially holy in brick, wood, or stone. If a woman can teach, and nobody think it unwomanly, why may she not preach and nobody think it wrong? for good preaching is nothing more than good teaching.

It is stated as a commendable fact that Ann Arbor graduated last spring 620 students. What kind of students? If the number of facts a pupil knows is by no means the measure of his success, so the number of graduates a school enrolls is not by any means the gauge of its worth. Something tells, but this something is not numbers. Bigness is by no means greatness.



H. B. BRYANT.

"Bryant and Stratton" became an educational trademark forty years ago. It was about 1853 that Mr. H. B. Bryant and Mr. H. D. Stratton saw there was a gap in the educational field and organized a school in each of forty-eight of the cities of the United States and Canada, under the term of "Bryant & Stratton Business College." After some years the labor of caring for the one in Chicago became so great that all but that school were disposed of; on this school was concentrated the entire attention of the firm for many years.

After the death of Mr. Stratton, Mr. Bryant began still farther to develop the Chicago school and spared no pains to have it represent his ideas.

He made it a focus for opportunity to obtain a knowledge of business methods and ideas. As the commercial affairs of the country expanded it became apparent that young women must enter the business field; Mr. Bryant gave them a welcome to his institution, and in all parts of the city of Chicago are to be found women in business houses who hold Mr. Bryant in grateful remembrance.

Mr. Bryant owes his success, we think, to a personal belief in the dignity and usefulness of his work. His effort was to lift the cause of commercial training to a high level; to put intelligence and refinement in every branch of commerce and trade.

There are many institutes that aim to aid young men to gain some insight into business ways; to Mr. Bryant is due the credit of having organized an institution with generous ideas—to having felt that business needs men as well as adders of columns of figures; in fact, that the need is of noble men with a knowledge of commercial affairs.

Mr. Bryant is held in the highest esteem for the untiring effort he has made for forty years to prepare young men to transact their affairs with honor, intelligence, as well as profit.

## A BUSINESS EDUCATION.

When the first schools for business were started they met with unqualified disapproval from educators. Nor is this to be wondered at; the principals were usually young men who could write an elegant hand (not always spelling their words accurately, however), and make flourishes with a pen of a most surprising nature. But those were in the early days of these new claimants for favor. In spite of this poor exhibit of ability the schools continued to exist and in the large cities developed, according to the Darwinian idea, into something surprisingly higher.

The idea of the business college has been seen to be valuable. In the newer institutes it is noted that a "Commercial department" is made a part of the course. Even in such a college as the College of the City of New York the preparatory department offers extraordinary advantages to learn commercial affairs; the evening high school of this city follows a similar course. It may be set down as a fixed fact that the business college has come to stay. The question turns on what a business school or college is; by the way, it is not unlikely that the pretentious term business college has had a good deal to do with the disapproval with which educators have viewed this new claimant for recognition. Why not business school, or business institute?

This has become a commercial age, and a knowledge

of business is an essential requirement for those who desire employment in cities and large towns. There is a round of duties that must be performed in a specified way by business people, a knowledge of which is indispensable if a man enters in trade or commerce. The story that is told of a woman in Chicago who had a thousand dollars placed to her credit by her husband illustrates this. She drew a check on her deposit and presented it. "You will have to be introduced," said the cashier. "But I don't want to know you," said the lady, "I only want the money."

There are numerous intelligent women who could not draw a receipt accurately; and there are many men, and intelligent ones, too, who could not tell whether a note was properly written. But with the unfolding of general knowledge by the public school, there is a necessity for a comprehension of ordinary business methods by everybody. The general development of the country has necessitated a style of education not dreamed of fifty years ago. The commercial affairs of the country call for bookkeepers, cashiers, stenographers, typewriters, entry clerks, and bill clerks; the railroad business, the banking business, the importing business, the mercantile houses, demand an army of well-equipped, ready, and proficient young men and women to transact their affairs intelligibly.

Then, too, it must be remembered that the business world employs methods quite different from those in vogue in ordinary occupations; these are short, accurate, and handy methods. Then there are the laws and customs of trade, also laws respecting liabilities—all these come into the plan of the business college.

In the development of the business college, it has for its starting point, penmanship. The effort has been to make the course of study affect the character of its pupils; mental discipline is the aim of the well-equipped commercial school, as it is of the academy or high school. The aim is not only to impart knowledge, but to give the power to direct the mental powers intelligently and to apply them to the affairs of every-day. The great claim these institutions have on public favor is that they aid so many hundreds of young men and women to make their way in life. The pupil is inspired with confidence that he has the means of self-support; he sees that his knowledge with some capital will enable him to enter on some line of business, and he may thus accumulate wealth enough for his support.

The so-called "business education methods" have steadily pushed their way into all grades of schools. The catalogues of twelve academies lately examined showed that typewriting was taught in ten, short-hand in five, bookkeeping in all; even in so-called fashionable schools (Lasell for example) the keeping of accounts is taught. Then the old idea that there was no discipline in teaching business methods has been exploded. It has been demonstrated that the keeping of accounts, drawing of checks, balancing of books, giving and taking receipts, has in it the finest discipline to be got out of mathematics. And there is something more to be said. All work that pertains to life has discipline in it; and it can be seen that the basis of manual training is upon this idea. It is a sound basis; we educate to live, hence life furnishes the basis of the educational process.

## FITTING SCHOOLS.

By JOHN H. DEAN.

I was a teacher for three years in a school that advertised as its specialty, "Boys fitted for any college." There were about forty pupils in the school and three teachers: the principal took the Greek, I the Latin, D. took the English and the mathematics. But the principal also drilled the boys in algebra and geometry, and I drilled them in geography.

I use the word "drill" for this better describes the work we did than any other that is in the dictionary. We began early, for most of the boys boarded in the school building, and did some work in the evening. Some of these boys were "conditioned," that is, they had been examined at some college and had been told they could enter if they "made up" their Greek or Latin, as the case might be. This required the running of the school during the summer months, as well as during the rest of the year.

I received very fair wages, eighty dollars per month, and my board; besides this I received a varying sum for each pupil that entered college from our school. Whatever sum was given to the principal by the joyful parent was divided into three parts, one of which I received. The highest sum I ever got in this way was \$30; it was usually \$8, sometimes \$3.



Our pupils varied; some were very dull—"backward" is not the term for a class of pupils that were sent to us. But their parents would have them go to college. I often pitied these poor fellows—they were like oxen: they were patient, uncomplaining. I remember one big boy, healthy, ruddy, and with a good appetite, always ready to go to bed, never ready to get up; he weighed close to 200 and yet was but eighteen years of age. He had been working away at Latin and Greek since he was twelve years of age and he seemed fairly to be without ideas of any sort when he sat on the recitation bench. He would make mistakes when declining *musa*; and I doubted at one time if he could get *quis, quae, quid* into his memory. It was the same with algebra and the other studies. Nevertheless he was "fitted"; it took two years. The principal got a special price for him.

We found that our worst boys were the morally depraved ones. The principal had as his motto, "Any boy can be fitted for college who knows his fingers from his toes." This may be true, but it is far easier to fit one who knows something more than that. We had boys who were smart enough but who were morally bad; they did not want to go to college because they did not want restraint of any kind. We argued with them that the best thing was to fit for college—get in, and get out as quickly as possible.

I well remember J. L. P. He was a bright looking boy. Deep down in his soul he had registered a vow (so he told me on a walk the next day after his arrival) that he never would go to college. I argued nothing with him as to the college, but as to his doing the best he could while at our school. I urged with all my force. When I told him I had no admiration for Greek or Latin he looked at me with surprise; I think he doubted my word. I told him it was like taking quinine—it was bitter but it made one smarter in every way. I doubted my influence, but he worked decently well with me. He took a great fancy to me. I used to make up a hideous face when it came my turn to drill him in Latin—especially the irregular verbs. He was often convulsed with laughter, but never told the other boys; it was a secret between us. He was fitted for Yale college, admitted, refused to go; in a year after "he repented and went."

The labor in a fitting school like the one I refer to is very wearisome. For instance, to learn the exceptions in the third declension, the prepositions governing the accusative case, etc. The word would be, "Repeat the —." The pupil would omit some; another pupil would be called on; he would omit some—the omissions would be pointed out; then the list would be called for again; more omissions; then they would be written on the blackboard; then repeated, and so on. The next day it would seem as if the night had been given to forgetting what had been learned.

This school had a good reputation. The principal was kind, the boys well treated and well-fed; in fact, every thing was done to render the work as agreeable as possible. This was necessary, for the pupils who were sent there were sent as to a place of last resort. A parent remarked, "If John cannot be fitted here I shall give it up"; this voiced the general sentiment, I think.

The charges at this school, and I think at all fitting schools, are much higher than at the ordinary school of instruction. Few men are competent to do the work when the pupil is lazy, obstinate, or dull. The teachers have to be skilful in the highest degree; for this reason the charges are made higher. It was made apparent in one case that the most necessary thing is to have the consent of the boy to being fitted. During the second year the teacher of English went away and his successor was immediately taboed; he tried to force his way along, but it was in vain. He was obliged to give way to another man who was a most decided success.

It was customary to have fines for certain misdoings; these ranged from five to ten cents. The money thus got was spent in feasting, which the criminals enjoyed hugely. These feasts compensated for some of the burdens the fitting boy was obliged to carry on his shoulders.

I have taught, I mean drilled, in three fitting schools; and although I do not like the work I must confess that I have seen a good many of my boys enter college and acquit themselves there in a respectable manner. I have at times doubted whether it was best to stretch all alike in the Procrustean bed of a college course. For example, there was M. P. a boy of eighteen who was to be fitted for college because his grandfather would make him his heir in that case. The old gentleman did not know a word of Latin or Greek, but admired those who did. P. had the most decided mechanical genius of any boy I have ever seen; his knife was always in his hands; he delighted in making experiments, and constructed some very ingenious pieces of apparatus in odd hours. But all this was of no avail; he was put into college, then into a law-school—at this point his grandfather died a bankrupt. P. then started out for himself, first in trade, then into iron bridge building at which he is successful. He laments that he did not have a training at such a school as the Stevens Institute or Boston School of Technology instead of the course in dead languages.

#### WHAT SPIRIT AM I OF?

In the olden days when the gauge of a teacher's success was very different from the present standard, this question for the teacher's self-examination might not have stood forth as prominently as now. The number of pages of text-book that a pupil had "gone over," and the per cent. statistics as to how much of that had been remembered, were among the principal tests as to whether the necessary teaching and training had been given.

But the dawn of a new educational day has thrown a truer light on the needs of the schools. The qualifications of the teacher must now be something higher than an ability to "hear lessons," and "keep order." Education has come to be considered as the symmetrical training of the whole being. A child is now regarded as possessing a heart and soul to be cultivated as well as an intellect to be trained. Character building is the end and aim of the ideal teacher to-day. It throws its influence over all the routine work of the school-room as the sky over-arches the earth.

To the teacher with aspirations for the best, self-examination must be one of the rounds by which the ascent is to be accomplished. It is easy to see how even good teachers may enter upon their first school work in a mechanical way, as a matter of expediency without any deep appreciation of their special needs or the needs of the children. But it is not easy to see how they can remain in the work, even for a single term, without a growing sense of humility and a testing of personal motive.

How am I regarded by these children? What is my feeling toward them? What is my moral and mental attitude towards them as immortal beings? *What spirit am I of?* The honest questioning of the earnest teacher may not take on any of this phraseology, but the essence of it is there, if the man or woman has the fundamental qualities of honesty and conscientiousness. Let us see what some of the indications of the right spirit towards children are:

*A spirit of willingness to learn from them.* The distinguishing feature of the teachings of Pestalozzi and Froebel was this childlike spirit of learning from the children. They worked, ate, and played with them and gave to this generation the lesson they learned from this close association. How many teachers will begin their work this year with the spirit shown in the following words from the private letter of a teacher? "My school, no doubt, has many defects but some merits. The children are perfectly at home, unconscious, ready to do, sunny. They love me, and I love them and see heaven in their little faces. My best life goes to them. *Everything I do grows from them.*"

*A spirit of self-sacrifice.* The willingness to give up one's personal enjoyment out of school, if it unfits for freshness in school next day. The surrender of time and money to take and read educational journals and attend teachers' meetings; to keep acquainted with the best helps for promoting mind-growth and teaching skill; and to do away with all smallness of motive and indulgence of petty jealousies because of the blemish they leave on personal character, which the children will feel like discord in music.

*A spirit of responsibility for their manner of growth.* Somebody is to blame for the bent twig, when the full grown tree turns out to be crooked. So much has been said of the responsibility of the teacher that the theme has become distasteful from its unmeaning generalization and cant. Heredity and home-training must have their share of the censure for crooked growth. But the teacher's mistakes in the school-room cannot be considered blameless. The common saying, "I did the best I could, and that is all anybody can do," has possibilities of error in its conclusion. The law that holds people responsible for what they *ought* to know, applies to the *moral* as well as to the legal world. Mistakes in handling canvas or marble are trifles; but mistakes in dealing with immortal souls involve a responsibility that should put a childlike spirit of studious inquiry into the heart of every teacher.

It is a little pathetic to read of a little one of seven who had never seen a tree. This may have been true in London, but it could hardly be true in New York. Yet it is a fact that when a little New York girl first saw the fountain in Central Park she asked: "Is this the sea?" She was answered, "No; that is not the sea." "Is the sea larger than that?" "Yes." "Could I walk around it?" "No." "Then it must be as large as our square." This little girl's ideas were extremely small because her experience had been so little. After all we learn only by seeing, hearing, and exercising all our senses.

#### SCHOOL ADVERTISING.\*

By W. H. SADLER, Baltimore.

I am a thorough believer in judicious advertising—full of my subject, possibly, but not like the minister in the story who solicited the close attention of his congregation to what a brother minister was about to say on the subject of the devil, with the remark that his brother was an "entertaining speaker and full of his subject."

To attempt to conduct our business on a successful basis without judicious advertising is as beneficial, possibly, as endeavoring to warm our homes and fields by moonlight. I emphasize the qualifying word "judicious," for more money can be, and is, wasted in pointless and useless advertising than is lost at Monte Carlo in its gayest season. Still, we all have to learn the way up the mountain, and our mistakes in the beginning are the evidences of efforts made. I have made my share—more, possibly, than made by most of you, whose intuition may be keener and grasp broader than mine. But after a long experience in the use of most of the multiplied means and various media of advertising, I have decided that, for my purposes, in addition to my own special advertising literature, the high-cost dailies and weeklies, the religious and agricultural papers, published in the field to be cultivated, are the sources of my largest clientele.

I endeavor to originate the advertisement and try to have it set so that readers will see it to the very root of the optic nerve, read it so that it will impress them that mine is the business college to attend, and remember it to my profit and theirs as well. In advertising, shoot with a rifle, not with a blunderbuss.

Who of us does not remember the late Prof. G. A. Gaskell, of Gaskell's Compendium fame, and his attractive and catching methods of advertising? Well does the writer recollect him as almost dispirited, broken down and quite broken up financially, with engravers', printers', and publishers' bills pressing him for settlement, and an outlook of positive failure. After vainly endeavoring to dispose of his compendium he faced the responsibility of weightier debt—began to advertise in a fresh and strikingly original manner, secured the popular ear and the popular pocket, and drove his business forward to the goal of richest success. He had faith in himself, faith in his methods, faith in his offerings. Notwithstanding we are aware of the fact that his work fell short of the claim he made for it, still it did start many a young man and woman on the way to improvement in their penmanship, and gave them an inspiration to a continuance of practice in the art, which, of itself, has been the means of making many successful penmen.

I am advertising (as we all do) to attract business to my institution. We have faith in ourselves and in our methods. The first, last, and only purpose of advertising is to draw to us the material to work on—material of which the supply is ever increasing; and material for properly utilizing and preparing which, you and I incur no little responsibility at the bar of conscience, of public opinion, and of our Maker.

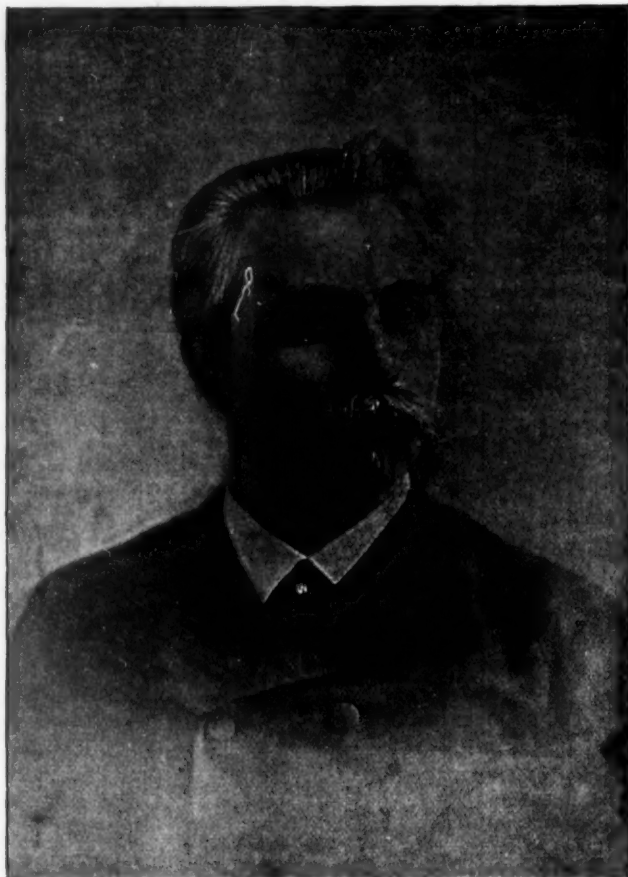
But in all our advertising and planning, and working, one thing must never be lost sight of, and that is the full and unflinching performance of everything we promise. Better by far promise little and do much, than promise much and shade the fulfillment one iota. No one can afford, in these days of facilities and opportunities and advantages, to make promises for the attainment of results and then neglect or fail to redeem them. Neither the individual nor the public will forgive the delinquency, however innocent or inefficient the delinquent promiser may be.

\*Text, in part, of an address delivered before the Business Educators' Association.

To enlarge a school it must be advertised just as any other business. Some teachers stand upon their dignity and say if they advertise they are on a level with the merchant, the butcher, and the baker. This may be true, but schools and churches have a business side. It is not enough to teach well; it is needful to let people know of this fact.

A teacher opened a school in a New York suburb and put up no sign; after some months he complained to a citizen of his small success, who said: "Why, I did not know there was a school in the —homestead; you have no sign up. I would have sent my daughter if I had known there was a school there." The principal put up a twenty foot sign at once, and he declared it paid him. Another instance came to mind of a man who had taken a small academy, to have all he could make. He doubled the attendance by having 500 large cards printed and going out on horseback and nailing them up with his own hands.





THE NEW ENGLAND CONSERVATORY OF  
MUSIC, BOSTON, MASS.

The history and present conduct of this institution present some phases and facts which have given it a marked individuality among schools of its kind, and which render it especially interesting among the educational enterprises of the day. It received its first charter twenty years ago, since which time it has grown in extent of patronage and influence, until, in the breadth and thoroughness of its organization, the comprehensiveness of its scope of work, the completeness and efficiency of its equipment and the significance and moral elevation of its purpose, it challenges the admiration of all who become acquainted with it. The institution commands a fine estate on Franklin square, Boston, which includes abundant provision for the various departments of instruction, the offices, library, assembly rooms, art studios, etc., and a well appointed home for lady pupils, capable of accommodating about four hundred residents. A description of its facilities and management invites our pen, but must give place to the consideration of some of its salient features as a potent factor in the educational trend of our times.

Its distinguished and lamented founder, Dr. Eben Tourjee first projected the "University Idea in Art Education," and so far as his resources enabled him, embodied this idea in his first organization of the institution. He anticipated the demand for teachers and professors of music and other branches of art, who would represent that breadth of information and general culture which would place them on the level of collegiate men and women, and give to their department the rank and dignity commensurate with its importance.

The idea embraced not only a thorough and systematic course of instruction in the technics of the art studied, but an equally comprehensive course in its theory and philosophy, together with that broad general education which insures intellectual poise and vigor, and which is the only substantial basis of a high art product. Qualified and empowered by breadth and thoroughness in its curriculum of study, and a high standard of requirements for graduation, the institution is prepared to exercise its most exalted educational function, viz., that of normal training. The larger recognition and importance accorded to music, especially as an educational force, and the fact that the supply of adequately equipped native teachers is a long way behind the demand—these account for the rapidly increasing number of young men and women of fine character and capabilities, who are attracted to this line of professional study. From every

state and territory of the Union; and from many foreign countries, there annually comes a great body of students to the halls of the institution, for distinctly professional training. Many of these have already reached a somewhat advanced grade of technical proficiency and have been teachers perhaps for years, but they lack the higher technical acquirements and a broad theoretical grasp of their art. To these the institution renders an invaluable service in supplying them all the advantages of a high grade normal training school. The class system here, as in other schools, tends to expand the scope of the pupil's information respecting the difficulties which beset the teacher, and the means and methods by which they are overcome; and also respecting the content of that larger range of musical literature which is covered by class study. The individuality of the pupil figures so prominently and determinatively in art education that the value of the opportunity for its study, which is afforded by class association, can not be overestimated.

The use of modern methods of teaching which characterizes the work of the institution, also calls for a word of comment. In the past years the value of the contribution made by the teacher to the student's progress has been largely determined by the amount of time spent with his pupils. Long and frequent lessons have been in order, and it has been thought that the larger expense involved in this "beat-

ing-in" process was a profitable investment. The finished painting was generally so much more satisfactory, the final performance so much more smooth, when both bore the "brush-marks" of the imitative process. Here the ruling thought is entirely different. It is not what is put into the mind, but what is *awakened and elicited*, that measures the pupil's gain. Criticism and suggestion are emphasized, parrot-like imitation is deprecated. Pupils need correction, guidance, stimulus, the kindly oversight which enables them to work out the problem for themselves, and realize, as the reward of their ambition and personal endeavor, a product which has individuality, a value in itself, and which leaves the pupil an added increment of independent ability.

Great attention is given to the mental attitude, the acquisition of freedom upon the right plane of thought, and in the command of one's best self. It is surprising to discover how many musicians have been fettered and embarrassed during their entire career by an unfortunate way of thinking of things, or by some technical disability which has proved the incubus of their lives. The habit of *thinking tone*, and the ability to make instant and refined distinctions in tone quality, is here considered an essential basis of all musical study; and the study of *solfeggio*, which trains the ear and awakens the musical instincts, is correspondingly emphasized and with the most satisfactory results.

On the other hand if a pupil has any weakness or other defects of the "hand," immediate and special attention is directed to it. Hand culture classes, which are presided over by a specialist in this work, are provided and these he must join. Freedom is thus secured, at the beginning of professional study, from disabilities which might otherwise remain, a source of stumbling and discouragement for years.

Enough has been said in evidence that both the plans and processes of the institution are in touch with the best ideas that obtain in the educational field; that they are in sympathy with the problem in hand and with the spirit of the last decade of the nineteenth century.

In the homes and churches and schools and colleges of the land, everywhere, the influence of the institution is being felt more and more, and its significance for good to the future of our country may well rejoice and inspire those who are responsible for its management. Mr. Carl Faeltén, the present director, whose portrait appears above, brings to the service of the institution splendid capabilities and a large and successful experience, and its outlook is most propitious.

#### THE UNIVERSITY SCHOOL OF PEDAGOGY.

Last week Saturday, the public exercises of the first class, graduated last June, was held in the church adjoining the university, Chancellor H. M. MacCracken presiding. The room was well filled with teachers from this and surrounding cities. The speakers were Charles J. Majory, Pd.D., of Orange, N. J.; Charles R. Abbot, Pd. D., of Brooklyn; Emily I. Conant, Pd. D., of New York; and Langdon S. Thompson, Pd. D., of Jersey City. The subjects treated of the progress of the education of teachers from the earliest days down to the present. It was shown that pedagogical study and training was in a process of evolution and that the time is near at hand when the present normal school would be supplanted by others whose distinctive and sole work would be the professional training of teachers for their work. The five addresses were logically arranged and culminated in the applications of Dr. Thompson. The alumni of the school had a luncheon at Clark's in Twenty-third street immediately after the exercises. Chancellor MacCracken welcomed the graduates of the school of pedagogy as causing an additional bond between the university and the teachers of this country. He said that "the school now begins a period of sober, hard work; the endowment now obtained of \$50,000 is but a beginning. The first period of novelty and excitement has passed, but never was it as plain that it had a great work to do, and had taken the right mode of doing it, and placed the right men in the chairs to carry it on." The dean of the school, Dr. Jerome Allen, was the next speaker. He was followed by Drs. Shimer, Shaw, Abbot, Thompson, and others. The table was presided over by Dr. Charles R. Abbot.

Dr. MacCracken announced that the representatives of the woman's advisory committee of the university had provided the means of fitting up a new room in the university building, for the special use of the library and office of the school of pedagogy. It fronts on Waverly Place, on the ground floor, and includes two rooms, which will be thrown into one. This room when fitted up will afford headquarters for the school, the alumni, and their friends.

Saturday, October 3, is public lecture day, when all the professors will be heard in their rooms, and the new students who are uncertain whether they ought to enter the school will have an opportunity of determining the quality of instruction given, and whether it is likely to prove of practical benefit to them. All the lectures of the school will be open to teachers during the month of October. Work commences at 10 A. M. sharp.

Altogether the prospects of the school were never brighter. More college graduates than ever before have entered, one from Dakota, one from Japan, one from Connecticut, and one from Williams college, Mass. The peculiarity of this school is the maturity of its students and the thorough work its students do. It is no place for boys and girls, but it is just the spot for thoughtful young men and women who wish to perfect themselves in the science and art of teaching.

#### THE COLLEGE FOR THE TRAINING OF TEACHERS.

At the opening of the fourth year a large number of students appeared for admission. A significant feature of the progress of the institution is the number of graduates of colleges and normal schools, who seek the advantages of the college; this class is larger this year than ever before; as heretofore, the more numerous students this year will be those who have had much experience in teaching. This advancement in numbers and quality comes undoubtedly from the manifest awakening among teachers, that has been so marked during the past five years; and this in turn, is due largely, it is but just to say, to the earnest and persistent efforts of THE SCHOOL JOURNAL, which for twenty years has called on the teachers to "come up higher."

The college has turned out a broad curriculum; it is able to offer to educated young men and women a course of post graduate study in professional lines that will be of great value to them.

There have been some changes in the faculty for the coming year. As heretofore noted, President Butler resigned in June last, and Prof. Walter L. Hervey was appointed acting-president. Miss Carter was succeeded by Miss Elizabeth A. Herrick as professor of form-study and drawing. Charles A. Bennett, formerly principal of the St. Paul manual training school, takes charge of mechanic arts. John F. Reigart is associate professor of the history and institutions of education. Mrs. S. D. Jenkins, remains professor of methods. Other new teachers have been appointed.



[CONTINUED FROM PAGE 196.]

points that cannot be answered they are referred to certain pupils to look up. She finds that this plan arouses great interest and secures a great variety of news. It leaves a wide field for choice and gives sufficient range for the tastes of the various pupils, thus securing that variety that adds interest to the exercise. By appointing different pupils on different days every one has a chance to be heard. The teacher should direct the work of course, ruling out anything that is deemed improper.

**DISTRESS IN BUENOS AYRES.**—It is reported from Buenos Ayres that great distress prevails among the poor in that city. Their paper money has decreased in value, and the people can scarcely buy food enough with it to keep off starvation. The English bankers are blamed for protracting the crisis.

**CHINESE OPPOSE THE TELEGRAPH.**—Over 20,000 people at Lung Chow assembled recently to prevent workmen from putting up telegraph lines. The province of Hunan, in which this occurred, has a population of over 18,000,000. Its people have been very little influenced in any way by the Western world, and are greatly opposed to innovations. The London Times a few weeks ago called Hunan the most troublesome province in the empire.

**THE U. S. WANTS ST. THOMAS.**—The government of the United States is anxious to get a coaling station in the West Indies, and the Island of St. Thomas seems to be decided upon. Navy officers agree to the urgent necessity of the United States obtaining some port in the West Indies, as of all the great nations the United States is about the only one which has not some kind of a foothold in the chain of islands that commands the approaches to the gulf of Mexico, the Mississippi river, and the isthmus. The value of St. Thomas has increased since the work on the Nicaragua canal was begun. The disposition of Denmark in regard to the sale of the island is unknown.

**A TELEPHONE TO EUROPE.**—During the past few weeks a series of experiments with the long distance telephone has been carried on in Boston, and now the question is raised: How long will it be before one will be able to telephone from Boston to London? The one who has conducted these experiments says that it is perfectly practicable to telephone on his line through the Atlantic. Iron wires will be used, it being a reliable conductor and considerably stronger than copper. About 500 miles of this wire is now in use in this country. On one wire, 100 miles in length, a portion of which passes through the water, telephone reproduction is made always clear, even in whispers.

**FOREST FIRES IN MINNESOTA.**—Forest fires raged all around the town of Hinckley, Minn. Every precaution was taken against the fire reaching the town. Fire breaks were plowed entirely around it, the brush was back-fired, and every two hundred feet barrels of water were placed, with bucket brigades constantly on the watch. All the region between there and the lake was burned over.

**TURKEY EXPLAINS.**—Some explanations are offered by Turkey in regard to the passage of Russian war vessels through the Dardanelles, which so alarmed the powers. It is said that for several years past vessels of the Russian volunteer fleet have been running between Odessa and Vladivostok, the port intended to be the eastern terminus of the Trans-Siberian Railroad, and situated on the sea of Japan. These ships, being under the commercial flag of Russia, were granted free passage of the straits. It had been found, however, these vessels were sometimes carrying soldiers and they were detained owing to a mistake as to their real character.

**BALMACEIDA'S SUICIDE.**—Ex-president Balmaceda, of Chile, committed suicide in Valparaiso a few days ago by shooting himself with a revolver. He had tried to leave the country but could not escape, and fearing a violent end in case of capture he chose to take his own life.

**A NEW OKLAHOMA BOOM.**—At noon Sept. 22, about a million acres of land, reserved sixty years ago for the red men, was opened for settlement. The Oklahoma land office was besieged with claimants. All day on Sept. 21, trains from the south and north came into that city loaded with men, boys, and women, all carrying bundles. At Guthrie one train from the south brought in 500 negroes from Texas. A late dispatch says that many of the new comers to the territory are suffering severely on account of the lack of water.

**RUSSIA'S TRADE WITH PERSIA.**—The Russian minister to Persia has been instructed to arrange a trade treaty between Russia and Persia. The object is to bring about the exclusion of Persian-marked English goods. 1,000,000 rubles worth of cotton textures so marked having crossed the Persian frontier in 1890.

**HAMILTON'S CENTENNIAL.**—The centennial of the settlement of the city was celebrated at Hamilton, Ohio, Sept. 17 and 18. Forty-four guns were fired in honor of the forty-four states now in the Union. The national flags displayed were more numerous than ever seen in the place before.

## DISCOVERIES, INVENTIONS, ETC.

[In this department will be found a record of what is being done in the fields of science, industry, exploration, etc., for use in the school-room.]

## WHAT SOME SCIENTISTS HAVE DONE.

The Austrian so-called "smokeless" powder, which was used at the Schwarzenau maneuvers, produces clouds of light blue smoke. The German powder, which produces a brown puff hardly distinguishable from the ground, is much superior.

It is reported that a new alloy of gold and aluminum has been discovered, having 78 per cent. of gold. It is described as the most brilliantly colored alloy as yet known. Its color is a rich purple, and by the reflection of light from one surface of the alloy to another bright ruby tints are obtained.

The work of mapping out all the visible stars up to and including those of the fourteenth magnitude is now going on. When it is completed—possibly five or six years hence—we shall have a visible record of forty million stars. The process, owing to the advancement of photography, is not so difficult as it may seem. A photographic plate, ten by twelve inches, will receive an impression of five astronomical degrees; 8,000 of these will cover the entire sky. Smaller plates covering two degrees will be used, however, and of these there will be 23,000. They will be distributed in lots of from 1,000 to 1,500 each to eighteen observatories in different parts of the world, and the work will be pushed forward as rapidly as possible. By arranging in proper order these plates we have a complete map of the heavens.

Edison exhibited some wonderful mining apparatus at the Montreal electrical exposition. The most striking of these is the electric percussion drill, which will bore at the rate of three inches per minute in the hardest granite. It requires but little power to operate, and can be worked any distance from the dynamo to a limit of three miles. The drill is very simple in construction, having no moving parts except the plunger and nothing that will be affected by moisture. The device, it is said by experts, will completely revolutionize mining work. Another apparatus is the diamond prospecting cave drill, which will bore 150 feet into the earth and bring up a specimen of a mineral.

## SCIENTIFIC MEETINGS AT WASHINGTON.

During the past summer many bodies of scientists have held their meetings in Washington. No city in the country has more advantages so far as science is concerned, that city rivaling in this respect London and Paris. In Washington there is a scientific atmosphere due to the fact that our government from the first has encouraged science. We are indebted for this, as we are for so many other things, to Thomas Jefferson, who imbibed scientific ideas through his French friend Lakanal. The American Society of Microscopists met first. Then came the American Association for the Advancement of Science. In one of the papers the fact was brought out that farmers lose ten per cent. of their crops from destructive insects, etc., through ignorance. This ignorance is being gradually dissipated through agricultural colleges and experiment stations. One paper described the use of electrical apparatus in the classified tabulation of the census returns. It was a noteworthy fact at the meeting of the Geological Society of America that most of the foreign geologists read their papers in English.

## FAST TRAVELING ON SEA AND LAND.

Many records both on land and sea have been broken in the past six months. The Atlantic has been crossed from east to west and from west to east more swiftly than ever before, and so has the Pacific from Yokohama to San Francisco. The other day the little steam yacht the Vamoose developed a speed of thirty miles an hour, and her rival wonder, the Norwood, will try to do still better. On a recent Sunday in July the Royal Blue Limited, changing engines at Philadelphia, made the 226 miles from Washington to New York, with the usual allowance for stops, in 260 minutes, at the rate on an average of 51.9 miles an hour. One mile was made on this trip in 44 seconds, and two successive miles in 45 seconds each. As the fastest train in England, the Flying Scotchman, runs from London to Edinburgh, 400 miles, with a similar time allowance for stops, in eight hours and a half, or at the rate of 51.6 miles an hour, this fast trip of the Limited was deemed a record breaker. But as the time draws near for the World's Fair at Chicago the rivalry between the great railroad companies grows more intense, and lately the New York Central Railroad Company made a great effort which was a supreme success. A special train was run from New York to East Buffalo, and made the 436½ miles in 439½ minutes, including stops. So great a speed for such a distance is believed to be unequalled.

## THE CHANCES OF ACCIDENT IN TRAVELING.

Only one person in forty-five and a half million railway passengers was killed by railway accident in 1890, so the railway companies will again hold their carriages safer than our beds. It is true the proportion of injured is much greater, but still in 1890 only one passenger in 1,648,677 was hurt in a railway accident. Railway travelers can afford to take that risk. It is a risk greatly reduced in recent years. In 1874 the injured were one in three hundred thousand, and it was not till 1883 that the chances of the injury were so far diminished that only one in a million passengers was hurt.

## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

## OFFICIAL DIGNITY.

Once upon a time, as the nursery rhymes begin, in a far-away country town, a certain member of a school board walked by the school-house—he was not wanting in the dignity that doth hedge about such august beings in those remote regions. At that very moment an unlucky urchin threw some mud in such a reckless fashion that, to the horror of the boy, it hit against the window, flattened there, and would not down. Then did the mighty man walk into the school-room and in an awful tone of voice request to be allowed to make some remarks; the presiding official with deep humility assented. Said the great man, "Scholars, this deestrick has been to great expense to build ye a school-house and fix it up nice and convenient and git ye a teacher and we don't want ye to deface it; when things is done accidental we haint got nothing to say, but when you do 'em malicious and intentional it's a different thing."

Then did those misguided children smile broadly and the teacher, lacking proper dignity and self-control, coughed suspiciously, as she bowed him to the door with the meekness due to his high rank.

Mich.

M. C. W.

PLEASE correct in your next number of THE JOURNAL, if possible, a blunder which I notice in my answer to the question about the composition of alcohol and tobacco.

C<sub>2</sub>H<sub>6</sub>O, the formula for alcohol, does not indicate "two parts by weight of carbon, etc." but two parts by volume of carbon, six of hydrogen, one of oxygen, in any given volume of alcohol in gaseous state. The proportion by weight would be twelve parts of carbon, three of hydrogen, eight of oxygen, in any given quantity of alcohol.

A similar correction, placing volume for weight, is to be made for nicotine; the proportions by weight being 130 parts of carbon, seven of hydrogen, fourteen of nitrogen.

This blunder is not to be credited to your proof-reader but to a slip of the pen of

Pa.

G. G.

Will you kindly inform me through THE JOURNAL what is thought by the best educators of the present, as to the number of pupils a primary teacher should have, as compared with those of other grades; also, whether it is the plan in the best schools of the country to have a greater number of pupils in the primary grades?

Mich.

C. D. A.

No grade should have so few pupils to a teacher as the lowest primary. No teacher can have more than thirty children in the first year of school and do justice either to them or herself. It is best to teach these children by groups, according to their capacity, while the children at their seats are kept busy with hand work. This work needs to be watched and special attention given to neatness and accuracy at the very beginning, or bad habits of carelessness are formed which can never be wholly remedied. If the teacher has too many pupils the seat work becomes a mere farce, for the want of time to attend to it. Two teachers could be kept busy in every primary room with only a moderate attendance.

In writing a list of words, or a spelling lesson, should each word begin with a capital?

N. Y.

L. H. E.

No; otherwise how would you know when a proper name was given whether the child knew the correct use of capitals? Besides, it appeals to the eye as questionable taste to see words thus written.

Will you please advise me in correspondence columns of THE SCHOOL JOURNAL as to what most suitable book or books on Latin I should get so as to successfully take up the subject without a teacher. It can't be done, please say so. If it can will you please point out the way to a subscriber?

Pa.

N. C. C.

It is better, if possible, to secure the services of a teacher in beginning the study of Latin. But if that is not practicable, one with fair natural abilities and a fair knowledge of English, may, by patience and diligence, be quite successful without. Get Collar and Daniell's Beginners' Latin, of Ginn & Co., Boston, or Jones' First Lesson, of S. C. Griggs & Co., Chicago, or some other good beginners' book. When this is mastered, a Latin grammar, such as Allen and Greenough's in connection with some Latin author, as Caesar or Cornelius Nepos, could be taken up.

What would you say to the scholars the first morning of school to make your school a success?

Md.

N. B.

It would be as impossible to answer this as to tell you what to say in entertaining a caller. Everything depends on the peculiar characteristics of the pupils, and the atmosphere of the occasion. I would not recommend much speech making of any kind. I would say enough to put myself in sympathy with them, and set them to work as soon as possible.



## THE EDUCATIONAL FIELD



EMMA HART WILLARD.

EMMA HART WILLARD was born in Berlin, Conn., in 1787. She began teaching at seventeen, at seventy-five cents a week. After occupying several different positions in teaching she married Dr. John Willard of Vermont. To assist him financially she again entered the school-room, and this time it was a boarding school in Middlebury, where she determined to effect important changes in the education of girls by introducing higher branches and greater thoroughness. She herself set the example by increased study, and made a public address on "A Plan for the Improving of Female Education." Through the influence of Governor De Witt Clinton, who recommended her "Plan" to the legislature, an act was passed to incorporate her proposed institution at Waterford, N. Y. This was the first law ever passed by any legislative body for the object of advancing the education of women. In 1819 the school was removed to Waterford.

The city of Troy, N. Y., offered sufficient advantages and in 1821 the school was removed to Troy, and from that time the "Troy Female Seminary" was the most prominent school in the country for the education of girls. After the death of Dr. Willard, Mrs. Willard traveled in England, France, and Scotland, and gave the twelve hundred dollars which she received for the book of these travels for the education of girls in Greece.

Mrs. Willard wrote a history and ancient geography, and a book of poems. She also wrote the famous poem "Rocked in the Cradle of the Deep," while crossing the Atlantic.

In 1845 she made an educational tour through the country during which she instructed more than five hundred teachers. At the age of sixty Mrs. Willard published, "The Motive Powers which Produce the Circulation of the Blood," which brought her international fame. At sixty-two she wrote a text-book on astronomy. It is estimated that thirteen thousand girls were educated at her school.

It is no longer a matter of inquiry as to whom shall be given the honor of introducing the higher education of women. That must be unanimously accorded to Mrs. Emma Willard. The influence of her great work will be felt so long as humanity exists. The courage needed to face the antagonism of a prevailing public opinion; and the work she accomplished through her wondrous faith and perseverance, can hardly be estimated.

It is now proposed to erect a bronze statue to the memory of this pioneer for women on the seminary grounds where she labored, "where her graces shone, and her thoughts were spoken." An "Emma Willard Statue Association" has been formed at Troy for the purpose of raising the necessary funds.

STATE SUPERINTENDENT OGDEN, of North Dakota, has issued a circular and manual of work for the World's Columbian Exposition course for the benefit of the teachers of the state, that they may work uniformly to accomplish definite ends. The course embraces kindergarten work (color, form, number work, movement plays); Primary grades (form, color, number, language work with reading, cabinets of curiosities, and common things); Intermediate grades, (form, color work, mathematics, language, and reading); Advanced grades (form, color work, mathematics, language lessons and composition, miscellaneous); general collections, (minerals, vegetable products, animal life). Minute directions as to quality of paper, manner of preparation, delivery for shipment,

etc., are carefully outlined in this scheme. The energy and forethought of our new sister-state may possibly make the older members of the Union family a little conscious of languor and procrastination in these matters. World's expositions are not frequent enough to be monotonous, and it is hoped every state will do its best at this one.

GENERAL PORTER has decided to provide for the ambulance corps a course of instruction consisting of:

- "Rudimentary instruction in anatomy and physiology.
- Rudimentary instruction in the diagnosis of the nature of accidents and disease manifestations to which National Guardsmen are subject, and the common means for the prevention and treatment of the same.
- "Instruction as to the common means employed for the urgent relief of the sick and the injured, including stretcher drill and matters pertaining to transportation of the sick and injured.
- "Instruction in individual and camp hygiene."

THE report of the schools of Los Angeles, Cal., as given below, shows a remarkably healthy condition:

School year.....	Total Number of Teachers employed.		Average monthly salary		Average number of months school was maintained.....	No. teachers who are graduates of State normal school.....
	Male.....	Female.....	Male.....	Female.....		
1880-81.....	58	78	\$70	\$70	9 4-10	24
1881-82.....	53	90	82	71	9 6-10	33
1882-83.....	62	97	85	74	8 7-10	34
1883-84.....	61	116	87	73	8 3-10	36
1884-85.....	65	146	88	75	8	61
1885-86.....	75	161	85	74	8 3-10	101
1886-87.....	71	194	85	73	8 4-10	111
1887-88.....	72	273	89	75	8 5-10	153
1888-89.....	98	322	89	75	8 6-10	222
1889-90.....	75	313	93	81	8 9-10	197

In 1880 there were fifty-eight male teachers and seventy-six female; in 1890 the number of male teachers was only seventy-five while the number of female teachers was three hundred and thirteen. Quite an increase of women, as to numbers, at least. But how about pay? In 1880 the average monthly pay of the men was seventy-nine dollars; of the women, seventy-two; nearly nine per cent. lower. In 1890 the average monthly pay of the men was ninety-three dollars; of the women, eighty-one; a little less increase than that of the men. But it must be confessed the women had held their own pretty well. It would be difficult, if not impossible, to find any Eastern city where the average pay of women teachers is so nearly that of the men teachers as in Los Angeles, California. The report of a number of normal school graduates is equally interesting. In 1880 twenty-four such teachers were employed, but in 1890 the number had increased to two hundred and twenty-two. It is certain that normal training is popular in that city.

THE appointment of Dr. Z. X. Snyder of Pennsylvania as president of the Colorado state normal school suggests the fact that men may come and men may go but schools go on forever. About a year ago President Gray's coming to this school was noticed, now it is Dr. Snyder's. Two good men; why did not the first stay? There are many reasons not necessary to put in this page, but as a recent editorial in the Denver *Daily News* says, "They in no manner reflect upon Mr. Gray's guarantors." The paper then proceeds, to say, what every right minded person in all this land will agree to, that "President Snyder's best efforts will be hopelessly neutralized unless he is left unhampered by partisan inter-meddlers." This hits the nail on the head. Partisan inter-meddlers. What right have they to dictate to a professional teacher his line of conduct? What layman would dare to tell a capable doctor what medicine to give? If the doctor had the spunk of a goose he would proceed to kick the meddlesome fellow out of doors. Competent teachers must teach ignorant meddlers to let them alone, as far as school work is concerned, if they expect to stay in school themselves.

THE next session of the superintendents and principals association of Westchester county, N. Y., with B. Frank Taylor as president, will meet at Yonkers high school building, Oct. 10, '91. The subjects for discussion are: 1. Professional Relations of Principals and Associate Teachers. 2. Criticism of Teachers' Work by the Principal. 3. Uniform Grading and Course of study for the Graded Schools of the County.

At the recent meeting of the Forestry Association the Rev. Amos J. Cruller declared that the shingle—the

pine shingle—is a potent factor in preserving our youth from evil. He said, "I have raised nine children, the best of them boys, almost within the shadow of a shingle mill. I am persuaded that the adjacency of my residence to that mill saved those children from ruin—with the exception of my son Henry, whose hide was uncommonly thick." There is philosophy here. "Whip it into them," was the creed of the old master, and it accomplished far more good than the do-nothing, and know-nothing, practice of those who have advocated the good old way of Solomon and put nothing in its place but wishy-washy nothingness. Capacity is valuable, if it comes from nothing more reasonable than a shingle mill. The old, hard catechisms were far better than the nothingness of religious teaching in many schools. A good application of a shingle, when nothing else was known, was better than a know-nothing absence of all sense. Those old days were the days of ignorance which must be forgiven on account of their sincere ignorance.

THE monthly readings of the South Side Teachers' Institute, Denver, Col., last year were the following:

Evolution of Dodd,  
Huntington's Unconscious Tuition,  
Quick's How to Train the Memory,  
Quick's Educational Reformers,  
Joseph Payne's Lectures,  
Rousseau's Emile.

The books reviewed during the year were:

Spencer's Education,  
Fitch's American Schools,  
Locke's Thoughts on Education,  
Payne's Contributions,  
Habit in Education,  
Bain's Education,  
Horace Mann's Lectures.

Teachers who have mastered these books know a good deal about educational science.

AN applicant for a teacher's certificate "not a thousand miles away," corrected the following sentence: "He gave me less books than I ordered" by saying, "Me is incorrect; because the pronoun must agree with the subject in number and person; therefore *me* should be *I*, and the sentence should read, "He gave *I* less books than *I* ordered." Telling these things in Gath and publishing them in the streets of Askalon till they cease to exist, is a duty.

SOME of our English educational contemporaries are saying that "the larger the school, the better the quality of the work." We don't believe it. A large school has, undoubtedly, many points of superiority over a small one, but the disadvantages far outnumber the advantages. When a school gets so large that the teacher cannot impress herself upon each child *it is too large*.

THE death of Ex-Supt. Henry Kiddle on Saturday last removes a notable figure from the educational roll of this city. A more extended notice will appear next week.

Dr. BURCHARD died in Saratoga Sept. 25. He has been a well-known figure in the pulpit and in the president's chair of Rutgers female college in this city. He was a staunch friend of public schools, and in fact of all education. His efforts to provide an endowment for Rutgers college did not meet with success; the funds of that institution had been misappropriated and its friends seemed unwilling to fill again the gap thus made.

THE fact of the great diminution in supply of bread-stuffs in Europe is one that will be considered in a great many school-rooms; in time everything that interests humanity will be considered there. Russia has raised so little rye that the Czar forbid its export, but he found he must also forbid the export of wheat and even bran. Now it appears that Poland and eastern Germany have had poor crops. It is estimated that there is absolutely 200 millions of bushels of wheat and rye less this year in the world than last. This will lead to immense shipments of wheat and maize from this country to Europe. (Cannot the teachers induce the school children to use that word maize?) Of course America will profit by its opportunity. The farmers will probably leave politics and attend to gathering in the shekels.

When you ask for Hood's Sarsaparilla do not be persuaded to buy any other preparation.



1607.

\*THE\*

1890.

## LIBRARY OF AMERICAN LITERATURE

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**REED'S INTRODUCTORY LANGUAGE WORK.** By Alonzo Reed, A. M. New York: Effingham Maynard & Co., publishers. 253 pp.

This is intended for "a simple, varied, and pleasing, but methodical, series of exercises in English to precede the study of technical grammar." It is constructed on the principle that language should be taught directly, and should not be merely incidental to an object lesson, as in that case the one or the other must become subordinate. The exercises will help the pupil to become acquainted with the best forms and by constant practice with them develop habits that will be invaluable to him in his subsequent use of language. The teacher is recommended to begin with simple oral composition, and then to take up written composition. Reproduction stories are one of the principal means recommended; and to guard against common errors, sentences are given in the full and correct form for repetition, thus training eye, tongue, and ear together. We constantly hear those who have taken a full course of so-called "grammar" in the schools making the most ridiculous blunders when speaking. The method of training laid down in this book ought to form such habits of correct speech that such mistakes will be very rare. We most cheerfully recommend it to the attention of teachers.

**THE INTERSTATE SECOND READER.** By Kate L. Brown. Chicago and Boston: The Interstate Publishing Co. 193 pp.

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and First Reader, by Miss Cyr, published by the same firm a few years ago. The first part is merely a review of Primer words, and then follow more difficult exercises in which the diacritical marks are omitted, as they are deemed no longer necessary. The main point aimed at is *thought-getting*. As the lessons have grown out of the needs of the child, and have been tested in actual use, they will answer well the requirements of the school. They concern the plays and occupations that interest the children, and the plants and animals with which they are most familiar, and the illustrations are charming. They are sure to attract the interest of the little people. The teacher is urged to follow out the line of work suggested by the "nature" and "observation" lessons.

**THE STORY OF A MUSICAL LIFE.** An autobiography by Geo. F. Root. Cincinnati (74 W. 4th street): The John Church Co., New York, and Chicago. 256 pp. \$1.25.

This is a book that will be intensely interesting to all lovers of music, and that includes the great majority of the people. The man who has sung his way into the affections of the people is very likely to be gratefully remembered long after he has passed away. Such a man is Geo. F. Root, the mention of whose name brings up to thousands pleasant memories of "The Battle Cry of Freedom," "Just Before the Battle, Mother," "Tramp! Tramp! Tramp!" "There's Music in the Air," "The Shining Shore," and other popular songs. If he did not fight for the preservation of the Union he furnished a large part of the enthusiasm that helped the fighting along. His reverent spirit has led also to the production of many excellent songs for church and Sunday-school. At the same time he was carrying on a large and successful business. Mr. Root tells the story of a long and honorable career in an entertaining way, but with becoming modesty. The story is a most inspiring one.

**PRINCIPLES OF THE ALGEBRA OF LOGIC.** By Alexander Macfarlane, M. A., D. Sc.: (Edin.), F. R. S. E. Edinburgh; David Douglas. 155 pp.

The substance of this volume was originally contributed to the Royal society of Edinburgh in a memoir received by the secretary and also in a supplementary paper. Later the author improved some of the demonstrations, introduced examples, and had the work published as an elementary treatise on formal reasoning. The theory of reasoning about quality presented in this work was developed in his whole subsequent study of mathematical, physical, and natural sciences. The application of the system to algebra contains some novel and interesting features of interest to mathematicians and others desiring to form habits of close and accurate reasoning.

**OUTLINES FOR THE STUDY OF ART.** By Josephine L. Abbott, principal of private school for young ladies, Providence, R. I. New York, Boston, and Chicago: Silver, Burdett & Co. 1891. 269 pp.

The purpose of this volume is to set before the pupil the material necessary for beginning the study of art. The three branches of art—architecture, sculpture, and painting—are treated both historically and critically and the one who becomes acquainted with the contents of these pages will be well prepared to continue the study of this important subject. As a help to the student the author has inserted references to different parts of works relating to periods of art history under consideration. There are compact descriptions of the styles of architecture and the schools of painting and under the biography of each great artist a list of his most important works. A list of books of reference is given and another list explaining the terms used in architecture. The book is written from a teacher's standpoint, and hence will be of much value in teaching this somewhat neglected branch.

**THE GREEK GULLIVER.** Stories from Lucian. By Alfred J. Church, M. A., with illustrations by C. O. Murray. New York: Macmillan & Co. 110 pp. 40 cents.

Prof. Church has rendered into English, allowing himself some liberty of change, the "Vera Historia" of Lucian. Neither Dean Swift, Baron Munchausen, Rider Haggard, Mark Twain, or Bill Nye, in their wildest moments of unbridled fancy, can exceed their Greek prototype. The stories are entirely outside of the range of probability, but this very fact serves to make them entertaining. Those who wish to take a pleasant excursion with an ancient story-teller should read this volume.

**PRIMARY MANUAL TRAINING.** Methods in form study, clay, paper, and color work. By Caroline F. Cutler. Boston and Chicago: Educational Publishing Co. 130 pp.

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(CONTINUED ON PAGE 206.)

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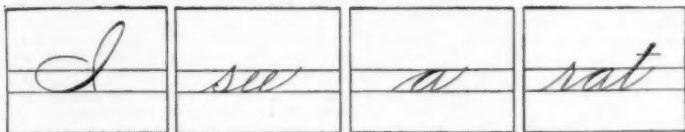
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#### ANNOUNCEMENTS.

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D. APPLETON & Co., publish a new book by Octave Thanet, entitled "We All." It contains sketches of out-door life and adventures in Arkansas, and will be issued with illustrations. They are also about to issue a "History of Modern Civilization," a handbook based on Gustav Ducondray's work. It will serve as a supplement to Verschoyle's "History of Ancient Civilization."

D. LOTHROP Co. will publish the poems of the late Rev. Horatio N. Powers, under the title of "Lyrics of the Hudson." They are edited by Oscar Fay Adams.

CARROLL PUBLISHING Co. will issue some time in October a novel by Walter McDougall, the clever cartoonist of the New York World. It will be a little out of the ordinary line of fiction, as it describes "A Hidden City," supposed to be somewhere among the canons of the Yosemite. Mr. McDougall possesses a large degree of both artistic and literary talent, and withal has a vein of humor that he successfully works.

LEE & SHEPARD publish "Osborne of Arrochar," the nineteenth novel of Miss Amanda M. Douglas.

THE SCRIBNERS will publish shortly the first of the series of University Extension Manuals. The series, which will deal with the separate sections of literature, science, philosophy, history, and art, is the outgrowth of the University Extension movement.

SILVER, BURDETT & Co. have just issued "Outlines for the Study of Art." It was prepared by Miss Josephine L. Abbott, principal of a flourishing and popular young ladies' school in Providence, R. I.

D. C. HEATH & Co., Boston, will issue this month Racine's "Esther," edited with introduction, notes, and appendices by I. H. B. Spiers, Philadelphia. The introductory notes briefly refer the author and tragedy to their historical place and setting.

MACMILLAN & Co. have among their recent publications F. Marion Crawford's Latest Novel, "Khaled; A Tale of Arabia."

J. B. LIPPINCOTT Co. are about to issue a new edition of "In and Out of Book and Journal," by A. Sydney Roberts, M. D., in paper covers, with an artistic illustration in color. The volume will contain all the original illustrations by S. W. Van Schaick that appeared in the previous edition.

C. ROMAIN GROW & Co., of St. Paul, Minn., have just published

a geographical game by means of which certain important facts may be learned in a very pleasant way. It consists of a pack of cards on each of which are five questions, the answer to which is contained in the word above them. The questions relate to cities, rivers, countries, etc. Pupils will find a large amount of amusement in these cards.

CHARLES SCRIBNER'S SONS have published a descriptive catalogue of their text-books—forthcoming, new, imported, and standard. The books contained in this catalogue are only such as are in practical use for purposes of instruction. Many books of a kindred nature have been omitted, but will be found in the complete catalogue.

#### CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of the Rogers Park Public Schools, Rogers Park, Cook County, Ill. J. H. Smith, B. S., principal.

Bulletin 30 of the horticultural division, agricultural experiment station, Cornell University, Ithaca, N. Y.: "Some Preliminary Studies of the Influence of the Electric Arc Lamp upon Greenhouse Plants."

Watertown, South Dakota: an illustrated pamphlet published by the Watertown land and improvement company.

The Industrial Future of the South. Prize essays published by the Norfolk & Western railroad.

#### LITERARY NOTES.

"Literary treasures," says the *Library Bureau*, "are often to be found in queer places. The manuscript of Robert Burns' famous poem, 'Tam O'Shanter,' is owned in South Africa, and until recently was the property of Robert Graham, of Cape Town."

A very curious Hebrew manuscript was sold at auction in New York some weeks ago. It is the Pentateuch in Hebrew written by Jews in China, where the race and the faith have become extinct. This roll is 141 feet 5 inches long and 24½ inches wide. It is in excellent preservation and was obtained in China in 1868 as some others were in 1861. It is written on very fine sheepskins, in large, clear characters, without points and without accents.

Lowell's grave in Mt. Auburn cemetery is under two large horn-beam trees, one of which is directly at the foot of the grave and the other on the right of the head. The lot is near the Long-fellow lot. The poets who were neighbors in life may be said to occupy the same relation in death.

The Literary Society of Paris, presided over by Emile Zola, has just decided to erect a monument in memory of the novelist, Balzac.

Lowell's "Vision of Sir Launfal," which gave such an impetus to his early fame, was composed in forty-eight hours, while Gray struggled some years over his famous "Elegy." Goldsmith wrote his "Vicar of Wakefield" with a rush while a baliff stood at the door.

#### MAGAZINES.

In the October *Educational Review* Prof. James H. Blodgett, special agent of the census for statistics of education, begins the interpretation of the statistics of the eleventh census. An article that will attract considerable attention just now is that by Prof. Herbert B. Adams tracing the beginnings of "University Extension" in America. There are also articles by John T. Prince, of Massachusetts; Professor Hanus, of Harvard; Supt. Aaron Gove, of Denver; Dr. Larkin Dunton, of Boston; Professor Hammer, of Munich, and the editors. There are book reviews by Sir William Dawson, Prof. B. L. Wheeler, Garnett, Hyslop, Jackson, and Sanford, Supt. Calkins, and the editors. The issue contains the full text of the English elementary education act.

The illustrations in the October *Magazine of Art* will touch the heart of many a lover of animals. There are reproductions of paintings by Landseer and other famous animal painters, with an article on "Animal Painters Past and Present," by E. Landseer Grundy. Among other attractive articles are "The Dragon of Mythology, Legend, and Art," "The Ladies Waldegrave," "David Cox and Peter De Witt," and others.

In its November number the *Cosmopolitan* will publish a series of letters written by Gen. W. T. Sherman to one of his young daughters between the years 1859 and 1865, and covering most of the important events of the war of secession.

Some characteristic buildings in St. Paul and Minneapolis are described by Montgomery Schuyler in the third chapter of his "Glimpses of Western Architecture," in *Harper's Magazine* for October. Helen Gardner writes about "Common-Sense in Surgery," and Constance Fennmore Woolson has an entertaining paper about "Cairo in 1890." The number also contains short stories by Richard Harding Davis and Hildegarde Hawthorne, a granddaughter of Nathaniel Hawthorne, and John Hay contributes a poem. Students of history will be interested in Walter Besant's third paper on "Plantagenet London," and students of art in the article on "The Art Students' League of New York," by Dr. John C. Van Dyke, and illustrated by pupils of the school.

A true story of the great pianist Gottschalk, by E. H. House, is one of the attractive features in *Harper's Young People* for September 22. The same number contains a charming illustrated poem, "Chicks beside the Sea," by Margaret E. Sangster; an article on "Shooting Porpoises" on the Florida coast; and the usual rich variety of stories, sketches, short articles, and poems.

The September *English Illustrated Magazine* has a poem by Lewis Morris, "A Song of the Year; the second article in the series by Rev. S. Singer on "The Russo-Jewish Immigrant" and a description of "Chislewick, Past and Present," by C. J. Hamilton, with illustrations by Mrs. L. Jopling Rowe. The article describing "Turkish Ghilhood" will be found very instructive.

Best Things for September, the twenty-four page periodical devoted to good literature and literary information, and published by D. Lothrop Co., is full of good material.

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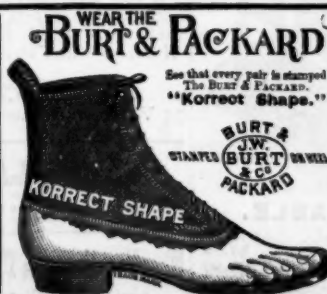
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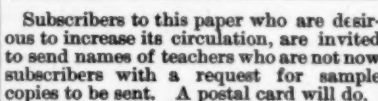
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
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